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ABSTRACT

The development of culturally acceptable social and community skills is prerequisite to effective participation in the world of work. This guide was developed to assist teachers of the mentally handicapped who are often deficient in perceiving what is socially acceptable and therefore require special assistance in developing social awareness. Five curriculum units explore the student's self-concept in relation to others, community, peers, family, and adulthood. Each unit includes multiple educational objectives with accompanying learning experiences, teaching methods and resources, and evaluation techniques. An entire section is devoted to a variety of teaching methods for use with the mentally handicapped. A project report describing the development of the guide, and an extensive annotated bibliography are appended. (CH)

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SOCIAL AND COMMUNITY SKILLS:

A CURRICULUM GUIDE FOR THE HANDICAPPED

Arthur E. Gravatt, Ph.D.
Stella R. Goldberg, Ed.D.
Joyce A. Spigelmyer, M. S.
F. Jean Weaver, D.Ed.

Julia M. Boleratz, D.Ed., Consultant

June 20, 1968

COLLEGE OF HUMAN DEVELOPMENT
THE PENNSYLVANIA STATE UNIVERSITY
UNIVERSITY PARK, PENNSYLVANIA 16802

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This curriculum guide was developed on a project "Development and Evaluation of a Curriculum for the Handicapped to Improve their Social and Community Skills Related to Wage Earning." The project was financed under the provisions of Public Law 88-210. It was conducted at Skills of Centre County Incorporated, a sheltered workshop in Bellefonte, Pennsylvania, from July 1, 1966 to June 30, 1967.

We wish to thank Mr. Don Storch, director of Skills and his staff for their assistance. Mrs. Clio R. Reinwald, Coordinator, Home Economics and School Food Service, Department of Public Instruction, was helpful throughout the project. Finally, we appreciate the cooperation of the students at Skills. In a very real sense, they taught us.

TABLE OF CONTENTS

I.	INTRODUCTION		1
II.	A CONCEPTUAL FRAMEWORK		
	A. Teaching Retarded Youth		4
	B. Characteristics of the Teacher in Special Education		11
III.	CURRICULUM GUIDE		14
	Unit I	Self and Others: An Exploratory Unit	16
	Unit II	Self and Community: Responsible Citizenship	25
	Unit III	Self and Peers: Friendship, Dating, and Looking Toward Marriage	37
	Unit IV	Self and Family: Marriage and Children	45
	Unit V	Self and Adulthood: Independent Living Skills	62
IV.	TEACHING METHODS		
	A. The Classroom as a Setting		84
	B. Discussion as a Teaching Method		95
	C. Trying Out - Role Playing		98
	D. Community Participation		109
	E. Use of Films with Special Education		115
	F. Field Trips		121
	G. Evaluation		123
V.	RESOURCES AND REFERENCES		128

I

INTRODUCTION

For all of us, the retarded and the normal, Arthur Miller, the playwright, asks

> How may a man make of the outside world a home? How and in what ways must he struggle, what must he strive to change and overcome within himself and outside himself if he is to find the safety, the surroundings of love, the ease of soul, the sense of identity and honor, which all men have connected in their memories with the idea of family?

The demonstration project in which this curriculum was developed was designed to help retarded youth "make of the outside world a home."

How and in what ways must the retarded youngster struggle to establish independent adult life? What must he accept, what must he change -- within himself and outside himself -- if he is to find safety, love, identity, and honor?

Given a certain range of cognitive and psychomotor functioning, what can be done to help handicapped youth have the learning experiences necessary to live more fully?

In answering this question, three assumptions are made: given certain learning experiences,

(a) these youth can become more self-actualizing,

(b) they can fulfill societal expectations in resolving many of their developmental tasks, and

(c) when societal expectations cannot be met, acceptable alternative ways of coping with individual needs, abilities, and community expectations can be learned.

Before the demonstration project got underway, a teacher of retarded children asked us "What can you possibly teach them?" She was probably questioning two aspects of our project. First, what could <u>we</u> teach? What were our unique or special qualifications? Second, <u>what</u> could we teach? Was

there a body of knowledge of social skills which retarded youth could learn? We ask her to wait. In a year we could answer both of her questions. Our experience in teaching a class of retarded youth in a sheltered workshop reaffirmed our belief that they could learn social and community skills. Indeed, the demonstration experience led us to conclude that:

(a) Students need more direct and open discussion among themselves and with adults concerning their feelings about themselves and their relations with others.

(b) Tabooed topics such as dating, courtship, sexual feelings and behavior, marriage, and parenthood for the retarded need to be discussed with them.

(c) More opportunities are needed for the retarded to learn by interacting independently with the community with a greater degree of freedom and responsibility.

This curriculum guide is our attempt to help the classroom teacher translate these beliefs into practice.

II

A CONCEPTUAL FRAMEWORK

Part A

Teaching Retarded Youth

Arthur E. Gravatt
and
Joyce A. Spigelmyer

Part B

Characteristics of the Teacher in Special Education

Stella R. Goldberg

Part A

Teaching Retarded Youth

Arthur E. Gravatt
and
Joyce A. Spigelmyer

Talk among educators about the vanishing adolescent, alienated youth, adolescent society, and the youth culture focuses on the mainstream of American youth. Our concern is for those youth who find themselves on the fringes of normal adolescent experiences -- the mentally retarded. As teachers we do not want to hasten their flight into oblivion nor to push them into the adult establishment where they must struggle desperately to survive. Neither do we want to restrain the retarded, to hold back their growth and development into adulthood. Our task is to formulate a way of viewing the mentally retarded adolescent as a student. Our view takes two avenues of development: (1) What are the developmental tasks of these youth? (2) What are the special self-social relations in learning needed to accomplish these tasks?

Developmental Tasks of Mentally Retarded Youth

From our perspective, the mentally retarded youth with whom we worked were more like normal youth -- experiencing the same developmental tasks -- than they were different. The larger perspective brings into focus their shared confusions over the transition from dependent childhood to independent adulthood. Uncertainty about one's own behavior and feelings, misunderstanding of "what's going on" in a situation, and lack of skills, knowledge, or sensitivity to alter one's behavior are confusions NOT limited to the retarded. The mentally retarded youth is, first of all, a human being. It is his humanness which we wish to stress as we develop an orientation for teachers of the retarded.

Perhaps the adolescent years accentuate "the subtle and precious differences" between oneself and society. Ambivalent feelings of freedom and responsibility, play and work, intimacy and commitment may be greater at this time. However, they are not unique to this period. This time of transition or "last hesitation" again raises the questions:

> How may one make of the outside world a home?
>
> What must one change and overcome within himself? Outside himself?
>
> How can the safety, love, security, and identity associated with the idea of family be achieved by the retarded in their own adult lives?

To answer these questions teachers will find a reality orientation helpful. Often the behavior of youth is an attempt to deal with real issues, yet adults cannot get beyond the symbols or shadows of the issues. For example, a boy may be disciplined for having long hair or a girl suspended because her clothes are either too "mini" or too "maxi." Styles in hair, dress, language, and other behaviors more than likely reflect or symbolize issues in personal or social growth. In our capacity as adult authority figures, we often act as though the symbol were the issue. As a result we miss the point, are unable to communicate with our students, and decrease our effectiveness as role models.

Friedenberg observed that there is something about youth that troubles and excites adults. Adults project on youth their own hopes and aspirations. The novel, innovative, and unpredictable behavior of youth has a vicarious appeal to their parents. But this same new and creative youth culture evokes conflict, anxiety and fear in adults. If these traits characterize the adult orientation to the normal adolescent, these fears, anxieties, and conflicts are magnified in the adult's view of retarded youth.

Working with the retarded requires a realistic view of their potential and their limitations. Seeing it "like it is" enhances the teacher's effectiveness and the pupil's progress. There is always the need to sort out symbols from the real, covert meaning from overt act, and latent intent from manifest deed.

Concerns

Four concerns for growth and development guided us in working with young men and women in a sheltered workshop: identity, competence, role models, and perspective.

Individualism counts, but one does not live alone. Fenced in by contradictory experiences and demands, the retarded become extremely vulnerable to the feelings and judgments expressed by others -- parents, teachers, peers. Frequently humiliated by criticism from peers and rejection or avoidance by adults, developing a sense of identity, of self worth, of belonging becomes a crucial developmental task for retarded youth. Professionals, as well as parents, are challenged to help them create an inner sense of continuity, a unity of personality, and a concept of self acceptance felt by them and respected by others. Identity, a knowledge of "who I am," grows out of a mutual confirmation of individual and community.

A second concern is competence in social and community skills as well as vocational skills. One way to learn such skills is by being told about them. Another way is to experience meaningful encounters with life inside and outside the classroom. Confronting problems requiring vocational

skills in the context of human relationships in a work setting is a realistic way of teaching social skills required on-the-job. Interpersonal and community skills -- relating to others, resolving conflicts, making decisions, managing resources -- require a broader learning situation than that provided by didactic lessons directed by teachers or parents. In teaching these skills, special attention must be given to the teacher's social and emotional skills and the classroom climate she creates.

Each of us learns from others. Finding a successful role model from whom our students can learn is essential. Admonitions from well meaning teachers are not enough to motivate the handicapped to adopt designated goals and behavior Whom shall the retarded use as guides in fashioning their own solutions to life's dilemmas? So often the retarded have parents and teachers who are either too unsure of themselves or too sure that they impose unrealistic standards on the retarded. It is a challenge to find adult models who can tolerate adolescent confusions and reward the adolescent as he zig-zags his own course to adulthood.

One of the major functions of role models is to provide a guide from the asexuality of childhood to the sexuality of adulthood. Establishing, maintaining, and terminating boy-girl relationships is a major concern of adolescence. The retarded adolescent faces a genuine dilemma as his body and his mind move him toward dating and courtship but the social network of parents, neighbors, teachers and peers tremble in fear and uncertainty about "what to do?" The retarded need role models who themselves incorporate healthy interpersonal relations and have a healthy social life rewarding to the individuals and sanctioned by the community.

Finally, there is a need for perspective on what can be accomplished, how long it will take, how learning shall take place, and who will teach the retarded. Shall we concern ourselves only with solving today's problems? What kind of commitment shall we encourage our students to make for the future? Certainly our perspective must be reality oriented. But reality doesn't rule out the significance of dreams and visions of what ought to be where access to opportunity, concern for individual integrity, and repect of human life become guides to action not empty phrases.

Self-Social Relations in Learning

Learning experiences involve two dimensions: (1) the domains of learning, and (2) the social context in which learning takes place.

In our work with the retarded the domains or components of learning were seen as: (1) affective, (2) psychomotor, and (3) cognitive. The affective or self-feeling component was seen as necessary to the acquisition of motor skills and knowledge. The relationships, however, are reciprocal. Skills

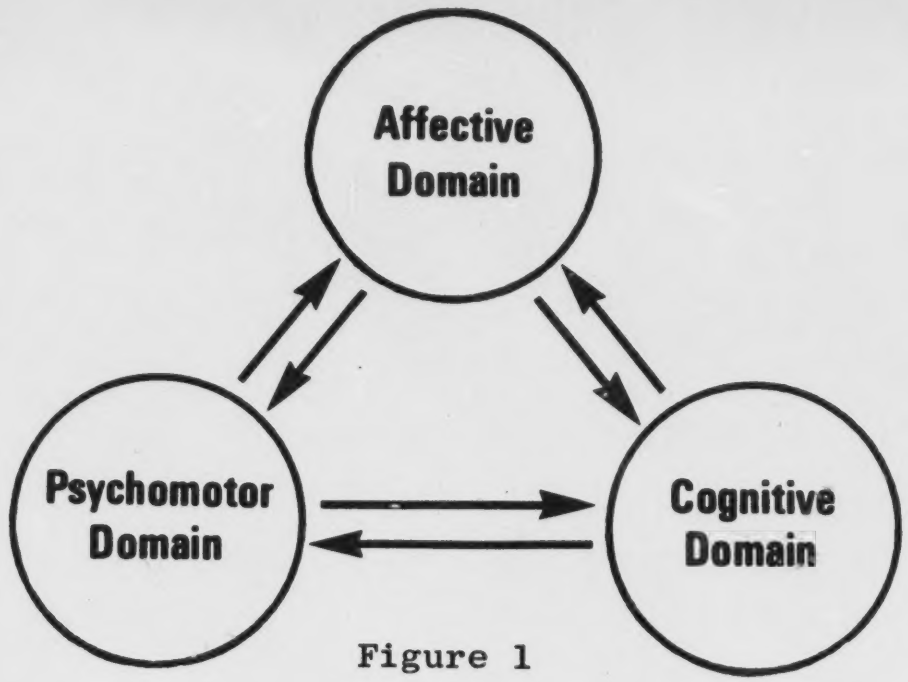


Figure 1

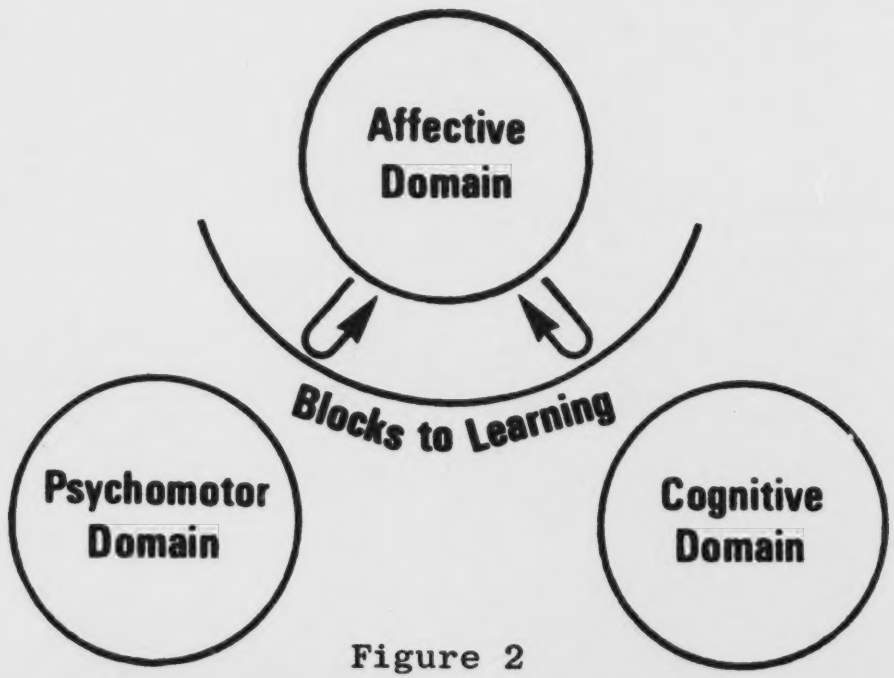


Figure 2

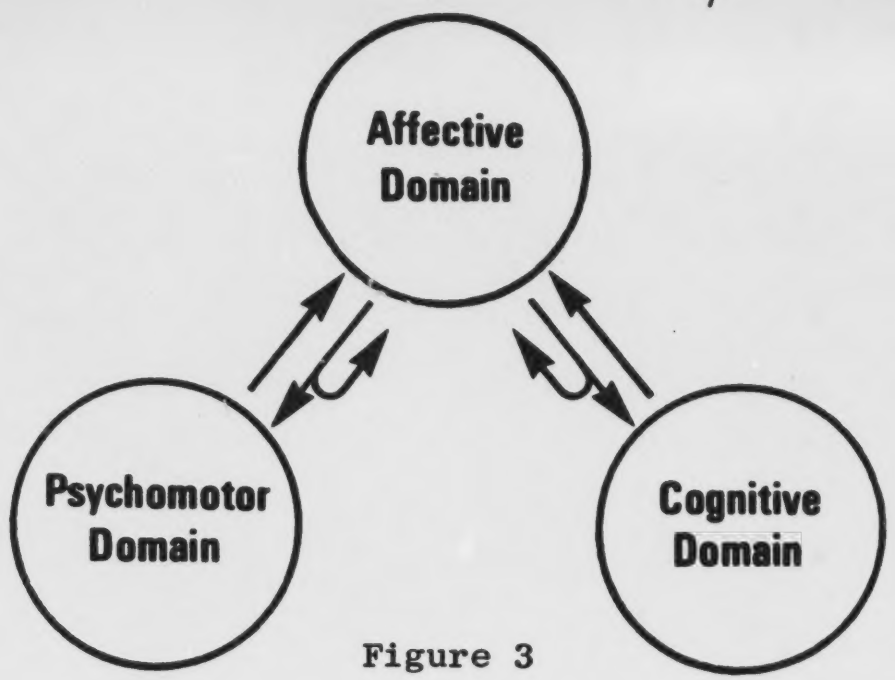


Figure 3

Figure 1 The reciprocal relationship among the domains of learning.

Figure 2 Blocks to learning shown by obstacles in the affective domain.

Figure 3 Reciprocal feed back relationships among the domains.

and knowledge facilitate the enhancement of self-feelings. Figures 1, 2, and 3 illustrate how learning in one domain facilitates learning in the other two.

We assume that self-feelings were the crux of learning. Given certain ability or levels of potential, and opportunities for learning, we believe that negative self-feelings in the retarded block or hinder increases in knowledge and skills. Removal or reduction of negative self-images, will increase the positive interaction among the domains of learning. Thus, the retarded's familiar "I can't " is more likely to become "I can." Complex tasks such as making choices in a cafeteria line, estimating cost, paying for the food, and counting change becomes a challenge and a goal instead of remaining an insurmountable obstacle. The reinforcement of correct responses increases the acquisition of psychomotor and cognitive skills. These accomplishments in turn become reinforcers of positive self-feelings. Feelings of "I am important." "I am worth something." become translated into action statements of "I can learn." "I can do things, too."

In group settings self-feelings are evident in the student's striving to protect or enhance his self-image. The positive "I feel good about myself" characterizes one end of the behavioral continuum. At the other end we have the defensive behavior of "I must protect myself." This is often expressed behaviorally by "acting out" using well known defense mechanisms of attack, withdrawal, regression, or immobility. Supportive teachers -- offering reinforcement by verbal and non-verbal means -- assist students in moving toward more and more frequent tries at accomplishing more and more complex tasks. Teacher behavior is an important component in the learning situation. The teacher's own sensitivity and awareness of self-other interaction is of the greatest importance. Expectations of performance and potential, and evaluations of them by parents, teachers, and peers form the context in which the mentally retarded develop a self-concept, motivations for action, standards of performance, and aspirations. Discrepancies between expectations for the normal child and the realities of the mentally retarded child's potential and performance are the focal areas for parent-child-teacher conflicts. Reactions to these discrepancies may be to expect too much, to expect too little, or to expect what is realistic. In social and community skills it is our experience that adults tend to expect too little of the retarded. The impact of these sterotyped expectations and attitudes is shown in Figure 4.

Stereotyped attitudes of "She'll never learn that." "He can't possibly hold a job." "Who'd hire him?" lead one to restrict the opportunities for learning provided the retarded. Restricted life chances and experiences reduce the retarded's opportunity to communicate with and learn from others. Without learning experiences, the retarded is prevented from reaching this potential. Indeed, such restrictive control of one's life chances prevent many retarded from every being adequately diagnosed to assess their potential. Limited learning experiences keep the retarded from

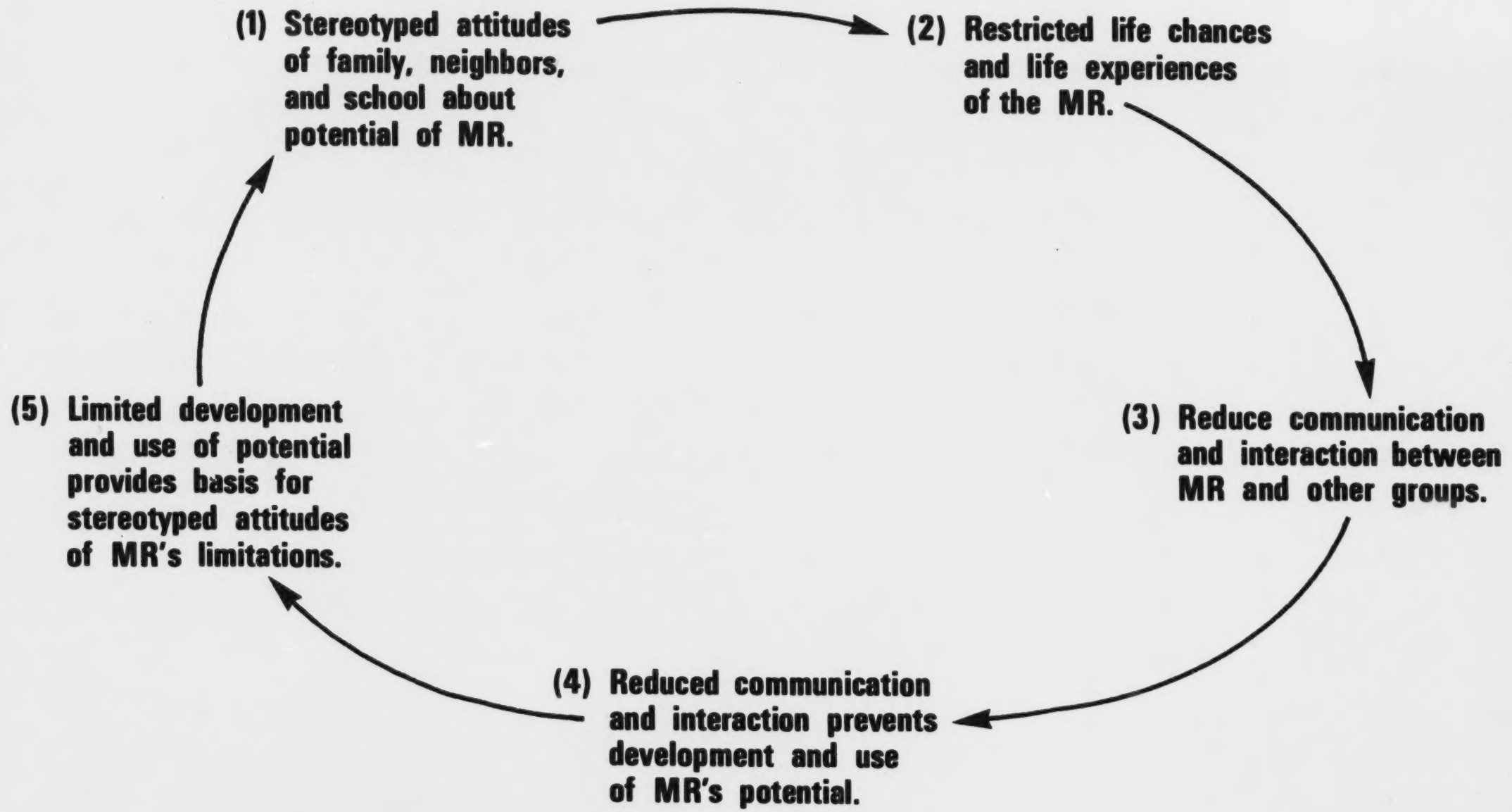


Figure 4 Vicious circle of stereotyped view of the M R.

developing thus reinforcing the stereotyped attitude that he couldn't learn. The initial stereotyped attitudes structure the retarded's life so that the attitudes become self-fulfilling. The unenlightened reassure themselves by rationalizing their vicious circle "See, I told you he couldn't learn."

Conclusion

The goal of our view of the MR is to break this vicious circle and provide the MR with the opportunity to become what he can be. This requires us to consider: (1) the developmental tasks of mentally retarded youth, and (2) the special self-social relations in learning experiences needed to accomplish these tasks.

Part B

Characteristics of the Teacher in Special Education

Stella R. Goldberg

Let us assume that the special education teacher must have all the characteristics of regular teachers plus some others. Or perhaps the problem might be approached in this way: special education teachers probably ought to possess the characteristics of regular teachers, but some to a greater degree. For example, it is usually assumed that teachers should be mature and self-confident people. The regular teacher, however, can often hide behind her subject matter in order to conceal personal weaknesses. This option is denied the special education teacher who deals with students more often than not scarred emotionally by failure. Special students are prone to personality problems brought on by their handicaps. It takes a strong, confident, healthy personality to help them to rebuild their egos. Teachers with feelings of inferiority who gravitate toward the teaching of those they assume are inferior to themselves do more harm than good to those they are presuming to help.

Similarly, it is generally assumed that teachers respect the individuality of their students, their unique capacities for growth. Just as often, however, teachers respect their subject matter rather than their students. Normal students are quite capable of adjusting to this phenomenon without trauma. Special students, many of whom have become overly sensitized to real or imagined failures, often interpret this teaching posture as an ego assault, as indeed it is if acceptance of individuality is conditional to mastery of subject matter. How much greater a test of the teacher's actual respect for individuality is it when that respect must embrace an acceptance of physical and/or psychological deviance? Therefore, the special education teacher ought to have a genuine respect for the individuality of students, not a pretended respect which in actuality extends to subject matter only.

Again, teachers are expected to be able to cooperate with others and again, the difference between regular and special education teachers is one of degree. The regular classroom teacher functions relatively autonomously when compared to the special education teacher who must cooperate with dozens of other people in planning programs for students. Medical doctors, social workers, psychologists, psychiatrists, therapists, remedial teachers may all need to work with the special education teacher in planning programs for students with a combination of disabilities. The special education teacher often serves as the synthesizer of a variety of suggested procedures to help an individual student. If this seems extreme, one need only consider the cerebral palsied student to realize what a combination of handicaps might have to be considered in planning an instructional program.

If the special education teacher is sometimes a synthesizer, he must also be creative and flexible. Some students require highly individualized instruction which may have to be modified or drastically changed from time to time in order to be effective. Instructional methods of different kinds must also be tried before the right ones are found to suit the particular needs of individual students. The regular classroom teacher can rely on prepared materials and standard procedures to a much greater extent than the special education teacher. In many cases, the special education teacher, in his role as synthesizer, must create his own materials if prepared materials are unavailable, a circumstance which occurs only too often.

To determine whether or not the materials and procedures are accomplishing the desired objectives, the special education teacher must possess unusually keen or extremely well trained powers of observation combined with an attention to detail much beyond that of the ordinary teacher who can use standardized tests to measure results in a way in which teachers of highly individualized instructional programs can not. The special student's rate of progress can be impeded or halted by an apparently insignificant factor which the regular classroom teacher would not perhaps be able to discover. For instance, if a student has become accustomed to reassurance and praise from the teacher for his performance, if that praise and reassurance are withheld for several days because of the press of other business, the student may manifest hostility, aggression and no desire to continue his work. Sometimes the student becomes stuck at one level which may be too difficult for him. If a new method is not introduced to clarify the problem, the student may persevere at a lower level for days before the difficulty is discovered and clarified. The emotional effect on the student may be damaging to his instructional program.

The emphasis placed on ego-building is not meant to suggest that special education teachers must not be honest. Praise and reassurance can be given without dishonesty. The essential task of all teaching is to prepare students for independent living. To be dishonest with them is to make them emotional cripples. It is not necessary to condescend.

Special students have special problems of which they become increasingly aware as they mature. They need help in coping with these problems and their progress should meet with approval. However, an honest appraisal of their progress in terms of their problems is essential to insure the continuation of that progress until the time when they become independent. This is dependent concomitantly upon the degree to which they attain the skills they need and upon the degree to which they gain confidence in their ability to perform. Deceit produces false hope and subsequent disappointment. Realistic goals must be set and the skills necessary to attain these goals mastered. Special education teachers are first and foremost teachers with a high degree of professionalism. They do not deceive or condescend or become so involved with their students that they are no longer capable of helping them.

Lastly, there are two characteristics which are implicit in all of the foregoing comments. These are personal warmth and patience. The first is difficult to define and impossible to acquire. It has to do with one's ability to respond positively to other human beings. This is not effusion or extraversion. What underlies warmth are two absolute convictions: that all human beings should be given every opportunity to express that intrinsic worth in useful and productive activity. Like patriotism, it is a thing of quiet beauty which needs no noisy displays. It informs all action or it does not exist. It is natural, not artificial, and no art can produce it.

To say that special education teachers must have patience is an embarrassing truism, but it must not be left out. They must have patience: patience in learning and diagnosing the needs of students; patience in experimenting until they find the appropriate methods and materials; patience in persevering until students respond; and patience to begin all over again if this be necessary. But perhaps patience, after all, is the special province of all teachers.

III

CURRICULUM GUIDE

Organizing Principles in Social and Community Skills

"Self concept" provides a valuable basic organizing principle in teaching social and community skills. Self concept reflects relationships with others and influences one's attitudes, values, needs, and behavior. From the teacher's perspective, a student's concept of self in relation to others -- family, peers, community -- is a key to understanding him and fashioning learning experiences to meet his special needs. An understanding of the student -- his self image, his mechanisms for protecting this image, -- rather than his intellectual ability may be the key to evaluating his potential in learning social and community skills necessary for independent living.

Self develops and functions in a context of other people. These other people do not appear haphazardly or randomly in the lives of the retarded. There is a pattern, a timing, a rhythm to social relations. We elected to teach social and community skills by relating the self to these other behavioral units -- community, peers, family. The "skills" with which we are concerned are essentially skills in self-understanding, self-control, and social interaction. Self in context of others' expectations is a recurring theme.

Self-in-context was explored initially by using the classroom as context. Classes were organized as a therapeutic milieu in which feelings of self and others were recognized and accepted. Hostile and aggressive feelings towards self and others, particularly authority figures, was evident. Teachers were the initial targets, but by the end of our year everyone was a target. Parents, friends, clergy, police, physicians, brothers, sisters and other relatives became fair game.

Affective components of learning were stressed first in our curriculum by exploring self-other feelings. Verbal onslaughts with colloquial and vulgar expletives was common in these early sessions. However, with student supportive teaching as described by Withall, the group followed the natural development expected in any learning group. As students developed skills in group participation, the staff found that cognitive and psychomotor components of learning could be used to enhance further a positive self concept. Incidentally, although the staff had been alerted to the possibility and probability of some physical aggression, none was ever expressed to the point of frightening or harming the teachers. Class organization permitted considerable individual flexibility in degree of participation at any given time.

Strides in understanding self and others were taken by progressively more complex involvement with the larger community. At first, community involvement was limited to volunteering to purchase food and supplies for refreshments from a nearby grocery. Next they cooperated with an existing community organization in serving refreshment and greeting guests for a regular monthly meeting. Deciding to participate was an accomplishment itself. They considered such questions as "What does it mean to volunteer? What do we have to do? What should we wear?"

As group sessions progressed, questions and concerns widened to include: How do I see my community? What are laws for? When is one ready to marry? Should I get married?

Each unit was organized in terms of a major generalization and supporting generalizations. There were focused about:

Unit I. Self and Others: An Exploratory Unit
Joyce A. Spigelmyer

Unit II. Self and Community: Responsible Citizenship
Arthur E. Gravatt

Unit III. Self and Peers: Friendship, Dating, and Looking Toward Marriage
Stella R. Goldberg

Unit IV. Self and Family: Marriage and Children
F. Jean Weaver

Unit V. Self and Adulthood: Independent Living Skills
Julia M. Boleratz

UNIT I. SELF AND OTHERS: An Exploratory Unit

Joyce A. Spigelmyer

GENERALIZATION:

Self concept reflects experience with significant others and influences attitudes, behavior value and needs.

SUPPORTING GENERALIZATIONS:

1. Each person is unique and has potential for growth.
2. The family provides the initial interaction with others and is critical to the development of personality.
3. Peers, teachers, and others have an impact on the developing personality as the child establishes relationships outside the family.
4. The ways an individual feels about himself, his appearance, and his behavior affect the reactions and responses of others to him and directly influence his self concept.
5. The individual's self perception influences his coping behavior and his willingness to explore new ideas and experiences.

UNIT I SELF-OTHERS: An Exploratory Unit

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
To identify some problems in interpersonal relations.	Listen to the teacher give an example of an interpersonal problem. Listen to other students contribute and contribute to the identification of problems in interpersonal relations.	Present the case of a student who is experiencing difficulties in getting along with others. Or perhaps present several short sketches of students who are having difficulties. Use the case to 1) demonstrate what is meant by interpersonal problems or problems in getting along with others, 2) suggest that everyone has problems in getting along with others at some time, and 3) indicate that talking about these problems helps many people better understand and solve interpersonal problems.	How well does this list cover the problems which you have in getting along with people?
	View the film. Look for examples of interpersonal problems.	Show the film "Making Friends" List on newsprint the problems identified by students. This might be examined considering problems which are the concerns of girls, and problems which are concerns of boys. Which problems are concerns of both boys and girls? Which problems are of concern to one sex and are not of concern to the other sex?	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		Keep the list to use later in the course, such as, (a) A review of the list may help the group assess the progress that has been made. (b) The group may want to add new problems to the list as these problems are identified. (c) The group may want to re-evaluate the list of problems and assign new priorities to the problems to be discussed. Problems which seem important in the beginning may not appear so significant when compared with newly identified problems.	
To identify and clarify feelings toward the problems.	Listen to the teacher tell in non-judgmental language and tone the feelings expressed by students as they identify problems.	Accept the expressed feelings, many of which may be hostile and negative. Clarify and restate the feelings in non-judgmental language and tone.	How do you feel about the problem areas?
To identify some of the rules and authority figures which influence the interpersonal relations, particularly relations in the problem areas.	To listen to other students and contribute to a list of rules and authority figures which influence the students' lives.	List the rules on newsprint. Discuss how the roles and authority figures influence the students. A review of this list may help understand problems discussed later in the course.	How well does this list cover the rules and people involved in your daily life?
	View the film. Discuss your feelings about the people in the film.	Show the film "Getting Along with Parents." Discuss how the parents influence a teen-agers behavior and feelings.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		"Who's Running Things?" illustrates the objective using a leader elected by the boys in a high school gym class.	
To recognize the feelings which you have toward authority figures (parents, teachers, policemen).	Listen to the teacher tell and clarify in non-judgmental language the feelings expressed by students.	Verbally clarify the feelings expressed by students about authority figures. Many of these feelings will be negative and express frustrations.	How do you feel about people who tell you what to do and who help "keep the rules?"
To identify some of the ways students contribute to the community and identify some of the ways authority figures and students might work together.	Listen to other students and contribute to a list of projects which students might participate in.	Read a newspaper clipping about a teenage group which contributed to the community. Raise the question: What are some ways you could contribute to the community? List the possible projects on newsprint. Keep the list for possible review in the next lesson. /Consider the school as a community as well as the larger community in identifying possible projects. Look for ideas in the school paper, the local newspaper, Children Limited, and Pennsylvania Message. Post news stories and	How well does this cover the things we can contribute to our community?

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		magazine articles on the bulletin board./	
To develop positive self feelings.	Listen to teacher's verbalizations which indicate that the students have ability and potential to contribute to the community.	Verbally recognize and reinforce the contributions of the students in class. /Students sometimes feel they cannot contribute to a community. Develop ways of involving them with other school groups in rewarding activities. For example, school clean-up campaigns, cloak room duty for a PTA meeting, straightening up chairs in the school building./	How do you feel about carrying out a community project?
To participate in a community project: Identify the project to be carried out.	Discuss the various projects and as a group decide upon the project to carry out.	The teacher might identify several possible projects which are within the ability of the group and which the community will encourage and support so that students will have a sense of accomplishment. Helping with a car wash to raise money for playground equipment or picking up paper to beautify a park require few skills. Preparing and serving refreshments for a community group requires more skills. /Pre-planning with a community group is essential. Contacting a voluntary association or club with an interest in the handicapped may be the first step. Example: Pennsylvania Association for Retarded Children, Easter	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		Seal Society, Pennsylvania Association for the Blind. Other agencies serving the community in general are also suggested contacts: YMCA-YWCA, (YMHA-YWHA), American Red Cross, youth groups, fraternal groups, veterans groups, and service clubs. Institutions such as hospitals, nursing homes, day care centers, and retirement homes are usually receptive to volunteer projects. The discussion might consider: What does it mean to volunteer to do a job? What do we need to know to carry out the project? How does this project help the community? How do we feel about doing the project?	
Learn the skills necessary to carry out the project.	Observe the teacher demonstrate the skills. Try out the skills in the classroom	Demonstrate the skills needed. Students try out the skills. A classroom setting similar to that which will be experienced in the community. The first project should be simple in scope and task competence required. Identify components of tasks so that students are not overwhelmed.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	Report your feelings about the skills you have tried out in the class.	Discuss feelings associated with the proposed project. Do students' feelings reflect fear, inadequacy, confidence, hostility?	
Use the skills in a community project.	Carry out the tasks in the community.	Students perform in a community setting. /Reduce students' anxiety by visiting site of project as a field trip. Determine activities to be performed, assign places, practice roles. Coordinate plans with community group involved./	
Evaluate the experience of contributing to the community.	Discuss what happened to various class members during the community project.	Discussion	How did we carry out the task?
	Discuss reactions to the role play.	Role play situations for considering "What to do next time."	
To develop feelings of self confidence.	Listen to the teacher verbally reward the students' behavior and efforts.	Verbally reward the students.	How did we work together on the project?
	Discuss ideas for another project.	Use positive feelings as a base for exploring ideas for another project.	
	Discuss feelings about themselves and their ability to carry out a class-community project.	Ask students how they feel about themselves now. Listen for cues of enhanced self concept, threatened self image, etc.	

BOOKS-TEACHERS

1. Baughman, E. E. and Welsh, G. S. Personality: a behavioral science. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962. A beginning text on personality. Well-written and useful for understanding everyday behavior.

2. Dalton, R. H. Personality and social interaction. Boston: D. C. Heath, 1961. Case-studies in individual and family behavior covering an adolescent crisis, family in transition, and mother-baby interaction. Excellent for exploring different facets of behavior. Very helpful in seeing the total family and relationships among family members.

PAMPHLETS-TEACHERS

1. English, O. S. and Finch, S. M. Emotional problems of growing up. Science Research Associates

2. Goller, G. The place of psychodynamic orientation of professional workers in parent education. Child Study Association of America, 9 East 89th Street, New York, N. Y., 10028. Twenty-five cents. Discusses of role orientations for effective leadership of discussion groups.

3. Hoover, M. and Mayer, G. Building strengths to help children cope with stress. Child Study Association of America. Sixty-five cents.

4. Menninger, W. C. Self-understanding: a first step to understanding children. Science Research Associates. Eighty-four cents.

5. Puner, H. W. Helping brothers and sisters get along. Science Research Associates. Eighty-four cents.

6. Ullman, Frances. Life with brothers and sisters. Science Research Associates. Sixty-five cents.

PAMPHLETS-STUDENTS

These are written for the normal classroom. Teachers should assess their appropriateness for students according to ability levels. Special education materials are listed in the resources and materials section of this guide.

1. Cosgrove, M. C. Discovering yourself, grades 7-9. Science Research Associates. $2.14. Helps develop concept of self.

2. Cosgrove, M. C. About you, grades 9-12. Science Research Associates. $1.88. Deals with personal and social adjustment.

3. Cosgrove, M. C. About marriage and you, grades 11-12. Science Research Associates. $1.88
   Stresses self understanding and qualities that make for a successful marriage.

Science Research Associates also publishes a comprehensive selection of pamphlets for dealing with getting along with others, vocational planning, and understanding and solving personal problems.

The publisher will furnish information on request: 259 East Erie Street, Chicago, Illinois, 60611.

AUDIO-VISUALS

"Getting Along with Parents". 173-6. 14 min. sh-a $3.00.
Students and parents discuss students' plan to visit a night club after the Junior Prom. 1954. P.S.U.

OTHER

1. Children limited. A bimonthly news publication of The National Association for Retarded Children, 420 Lexington Avenue, New York, N. Y., 10017.

2. Pennsylvania message. A news publication of the Pennsylvania Association for Retarded Children, 112 North 2nd. Street, Harrisburg, Pennsylvania.

UNIT II. SELF AND COMMUNITY: Responsible Citizenship

Arthur E. Gravatt

GENERALIZATION:

The self concept develops as individuals meet their own needs by coordinating, controlling, and integrating their behavior with the behavior of others. Our lives become organized about the goals, values, and ways of acting we share with other people. This collective unit may be a group, the family, the community, or society. Here the focus is on the community unit.

SUPPORTING GENERALIZATIONS:

1. The community is both limiting and permissive in formation of the self concept.

   a. The resources, beliefs, customs, and goals of a community set the framework within which an individual lives. The individual inherits an on-going social system within which he can function.

   b. An individual has considerable freedom to develop his own ways of meeting his own needs. Ways which exceed the limits of community acceptance will be discouraged, punished, or forbidden by the community.

2. Social behavior is patterned by a system of positions and roles which define expected (ideal) behavior.

   a. These definitions of position place us in relation to other people (teacher-teacher, teacher-principal, student-teacher, mother-son, brother-brother, policeman-offender).

   b. For each position there is a corresponding role which defines appropriate and inappropriate behavior.

3. Placement in a social position may be assigned or earned. Some positions are assigned on the basis of age, sex, family relationship, etc. Other positions are achieved on the basis of ability to perform the expected behavior; for example performing a particular job, graduating from school, having a driver's license, etc.

4. Everyone holds several positions at the same time. (Son, student, brother, worker, church member, friend.) Expectations of one role may conflict with expectations of another role.

5. Communities develop shared solutions for problems which arise. (Law, beliefs, customs, norms, mores, folkways.) Members organize their communities to provide services to meet special needs. (Schools, hospitals, employment service, public assistance, counseling, vocational rehabilitation, etc.)

UNIT II. SELF AND COMMUNITY: Responsible Citizenship

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
To identify ways of looking at your community.	Name things, places, and people outside your family which influence what you do away from home. View a film looking for these ideas.	List things, places, and people in separate columns so students can see them. By questioning draw out other areas the students may have difficulty identifying; such as work, law, school, recreation, and church. Show a film depicting a community and its residents. A suggested film is: "Hello World."	How well have the students sampled the range of daily experiences?
	Draw a map showing where you go and what you do on a typical day.	Post student maps so you can help them draw a composite map of their community. Discuss similarities of activities, places, and temporal patterns of daily travel.	What are the ways your activities overlap with others' activities?
	Construct a picture map of your community using the bulletin board.	Use pictures or drawings of places identified on the map to increase student involvement.	
	Tell your feelings about places and activities on your map.	Talk about the meaning (emotional significance) of places and activities named. If students make evaluative comments (fear, anxiety, like, respect) note them on the board so they can be explored further.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
To relate your community to your personal needs.	Tell why you named the places, activities, and people you did. What makes these important to you? What do you do there? How do other people depend on you? (Consider the teacher, the store clerk, bus driver, waiter).	Discuss ideas given by students. /Listen for organizing concepts which may be suggested by students; such as, personal needs, socialization, social control, social rewards. These ideas are to be used later in discussing learning experiences which limit and encourage individual development./ Show films such as "Neighborhoods are Different," "A U. S. Community and Its Citizens" for a comparison with other communities. "The Old Order Amish," is especially meaningful in Pennsylvania.	Do you see relationships between your own feelings about yourself and your feelings about the community? How do you respond to the experiences and feelings of other students?
	Look at pictures showing how people help each other. Tell a story about the picture. Tell about your experiences helping someone else or being helped by someone.	Show pictures of someone helping someone else: A mother feeding a baby, a grocer selling food, a service station man washing a windshield, boys playing a game. Try to get pictures showing degrees of dependency at different ages and kinds of needs.	Have students complete a simple diagram showing himself in relation to other people. Show degrees of dependency; for example, closeness, social distances, kinds of dependency.

OBJECTIVE	LEARNING EXPERIENCES	TEACHING METHODS AND RESOURCES	EVALUATION
To examine how you organize your life about goals and values you share with other people.	Look at the list of things and people who influence us. Are some of them like us? Different? In what ways are we alike or different?	Suggest that there are some ways people are alike and different. (Boys - girls, parents - other relatives, young people - old people). Other similarities and differences may be suggested by their comments: social class, religious beliefs, family customs, ethnic backgrounds.	List the comments made. Look especially for comments which suggest feelings of acceptance, rejection, participation--non-participation, attitudes towards others ("They're lucky."), and attitudes towards self ("I wish I could be like that.")
	Look at films.	The films "Barbara" and "Just Like Me" illustrate these ideas. Show the films.	
	Inventory class differences and similarities (age, sex, vocational aims, likes/dislikes in popular culture, food, recreation).	Post charts showing the class profile. Discuss the meaning of the similarities and differences.	
	Visit a place which is different from the experience of most of you (firehall, factory, city hall) or take a bus trip around a community	Ask students to point out things that are alike or different from their experiences. Do you see examples of peoples' goals, beliefs, and values?	
	Look at pictures which show large groups of people sharing a common activity.	Show students pictures of a ballgame, teenagers at a dance, a parade, a family on a picnic	What common goals are identified in the pictures. Do they see themselves as having goal sharing experiences with others?

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
To explore ways a community limits you and permits you to do what you want to do.	Watch a television program to see ways people are stopped from doing things. Newspapers also give ways people are controlled by other people.	Post newspaper clippings announce TV programs to watch. Try to include positive controls -- people saved from accidents, rewards for behavior, people helping others learn.	
	Visit a courtroom, watch the proceedings, and talk with a judge or court official.	If a field trip is not feasible the films "Boy in Court" and "The Run From Race" are appropriate.	Relate the films to their own community.
	Think of ways communities want us to grow -- to do things alone, to find out answers ourselves.	Help children see how their experiences are like other peoples' experiences by discussing similarities. Similarities of task, age at learning, who taught, rewards of learning	Identify hardships of obstacles to learning which you can use as foci for helping students. Such obstacles may lead to new teaching units, counseling the student, or a parent conference among other possibilities.
	Tell about experiences where you learned to do something new. (To swim, ride a bike, go to the store, use the telephone, to go home from school, to go to a movie alone, etc.)		
	Name persons whose job is to help other people do new things, (parents, teachers, clergyman, nurse, doctor, policeman, older brother, neighbor)	List people who are named. Develop a chart showing the relation of the student to the people named. student -- family < School, Church, Play Group	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	What are some things you want to do but other people won't let you do? Some things you wish someone had told you about? Some things you learned the hard way?	Compare things named by boys and girls. Identify by listing and classifying things according to who exerts social control: family, school, church.	Do students comment on how their experiences are related to experiences of others? Are solutions or ways of handling frustration suggested?
	Look at the film for examples of these ideas.	Show film: "You're No Good," or "Jamie."	
	Identify feelings associated with the experiences named above or those shown in the film.	Discuss feelings associated with these experiences. Look for feelings of rejection, frustration, repression, etc.	Do they evaluate the effectiveness of their solutions?
		Suggest alternative strategies for reaching the goals implied in learning experiences.	Do they see avenues of help from each other? The community?
To explore the network of relationships and expectations you have with other people and they with you.	Tell about experiences where one person expected something of you.	Discuss situations they have experienced showing how they expect certain behavior from certain people and vice versa.	Can students relate themselves to the characters in the film? Does their discussion indicate dimensions of behavior such as, cooperation, loyalty, responsibility, rightness, wrongness?
		Look for distinctions about what is appropriate behavior according to time, place, or people. For example, parent-child, brother-brother, policeman-citizen, older person-younger person, home-school, church-theatre,	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		playground-classroom, summer-winter, morning-night.	
	Relate to another person who feels differently than you do about what is right in a given situation and relationship.	Select a pair relationship and develop a role-playing scene depicting conflicting interpretations of the same role, (a boy taking a girl to a movie, for example.) Ask class about their feelings regarding the role-playing situation.	Are they able to role-play? Do themes of right and wrong appear? Are feelings expressed?
	View film looking for ways you relate to others.	Show film "Cooperation, Competition, Conflict."	Relate the film to one's own experience.
	Help someone else feel better about himself in a situation where he has not done what was expected of him.	Read descriptions of problems experienced by boys and girls the students' ages -- ask them to tell ways of helping the other person out. Ex.: A person has spilled a "coke" he was carrying for his friend. Ex.: A person said something unkind to his friend. He wishes he hadn't said it. Ex.: A boy forgets to bring his lunch money. He tells the teacher.	Pose several alternatives to some similar problems. Ask students to choose the best alternative. Discuss their choices.

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		Present situations which use different ways of helping: reward, reducing expectations, teaching someone new skills.	Help students develop a list of ways people can help someone else's feelings.
	Look at film to see ways people can help each other.		
To become aware of the need to earn some social positions.	Look at pictures showing people doing different things. (Ex.: a mother feeding a baby, a girl driving a car, a man working in a factory, a ballgame, a family reunion, the president, famous TV stars, a doctor).	Show pictures and ask class to tell which persons earned the positions shown in the pictures and which were assigned without being earned. Explore ways of earning relationships	
	Consider ways of learning or developing a relationship.	Discuss how to tell who is your friend, who trusts you, who is a good worker.	Do students relate the learning experiences to themselves?
To explore role conflicts.	Look at the film. What are a young person's experiences when he leaves school too early? What does he need to learn?	Show film "When I'm Old Enough - Goodbye." Discuss needs named by the students. Consider people who can help him resolve conflicts. Examine types of role conflict: (1) internal conflicts about a given role, (2) contradictory expectations between two roles,	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		(3) lack of clarity of role expectations and behavior.	
To learn how communities solve problems which face them.	Take a field trip to a hospital, a playground, a sheltered workshop, a restaurant, a newspaper plant, an employment office, or a driver's license examining center.	Discuss problems related to the specific field trip, (news, sickness, hunger, etc.) Ask students to relate their experiences with these. Have them participate in the functioning of the facility or simulate it. (Eat in restaurant, prepare a class newspaper, talk with a nurse and a patient, apply for a job.)	Observe their ability to relate to the experience by participation or discussion.
	Tell how the field trip relates to your own experiences or experiences of people you know.		
	Ask an employment counselor or vocational rehabilitation counselor to talk to the class.		
	Name ways these services help solve problems for individuals, families, and the community.	List and talk about the points mentioned.	

BOOKS-TEACHERS

1. Goldstein, H. A curriculum guide for teachers of the educable mentally handicapped. Danville, Ill.: The Interstate Printers. The units on citizenship, home and family life, and social adjustment are most pertinent to our approach. The guide is written in terms of - objectives, motivating activities, and correlations (learning experiences).

2. Krech, D., Crutchfield, R. S. and Ballachey, E. L. Individual in society. New York: McGraw-Hill, 1962. A very good introductory social psychology text. Well organized around a series of study guides. Especially good for seeing interrelationships among self, groups (including family), and community.

BOOKS-STUDENTS

Teachers may need to adapt these to their students level of functioning.

1. Los Angeles City Schools, Division of Instructional Services, Los Angeles, California. From school to work: a guidance handbook for twelfth grade students in special classes. Experimental Edition, Publication No. X-28, 1963, 106 pp. For the educable retarded.

2. Philadelphia Public Schools. Philadelphia serves its people. Philadelphia: Philadelphia (city) Board of Education, 1963. Part of the Philadelphia social studies series.

3. Preston, R. C. and Clymer E. Communities at work. Boston: D. C. Heath, 1964. Teacher's ed., Social Studies Series.

See also the materials listed in the resources and materials section of this report.

AUDIO-VISUALS

"Barbara." 6½ min. jh-sh-c-a, $6.00.
A little girl discovers that everybody is pretty much the same. N. Y. University Film Library, 26 Washington Place, N. Y. N. Y. 10003.

"Boy in Court." 11 min. .364.3-1, c-a, $2.50. 1940
Workings of the Juvenile Court in a delinquent car "snatching" case. The Pennsylvania State University, Audio-Visual Series, University Park, Pennsylvania, 16801.

"Cooperation, Competition, Conflict." 11 min. 301-5, sh-c-a, $2.50. 1957
Operation of three fundamental processes in the functioning of society. The Pennsylvania State University, Audio-Visual Series, University Park, Pennsylvania, 16801.

"Hello World." 11 min. el-jh-sh.
A small boy discovers the city by himself. N. Y. University Film Library, 26 Washington Place, N. Y., N. Y. 10003.

"Neighborhoods are Different." 11 min. 10114, $2.50. 1963
Comparative ways of living on a farm, in a small town, and in a suburb. The Pennsylvania State University, Audio-Visual Series, University Park, Pennsylvania, 16801.

"You're No Good." 29 min. sh-c-a, $8.00.
Describes a fatherless 18-year-old school dropout. Discusses antisocial behavior. Excellent for use with teacher-student discussion. N. Y. University Film Library, 26 Washington Place, N. Y., N. Y. 10003.

"When I'm Old Enough, Goodbye." 27 min. 30647 sh-c-a, $6.00.
Discusses the problems faced by a young boy who drops out of high school. Emphasizes the value of proper guidance and the importance of the student's seeking this guidance. The Pennsylvania State University, Audio-Visual Series, University Park, Pennsylvania, 16801.

UNIT III. SELF AND PEERS: Friendship, Dating, and Looking Towards Marriage

Stella R. Goldberg

GENERALIZATION:

Skills in getting along with others are learned and form the foundation for all enduring interpersonal relationships. These skills are essential in establishing friendships, in dating, and ultimately in marriage.

SUPPORTING GENERALIZATIONS:

1. The establishment and maintenance of rewarding interpersonal relationships depends upon one's ability to share, make compromises, and give of self.

2. Friendship requires that we be interesting ourselves, have a genuine interest in what others think and feel, and respect for individual differences.

3. An important ingredient in friendship is honesty and fact.

4. Successful dating experiences require essentially the same skills needed in establishing friendships.

5. Dating is a major learning experience and provides opportunity to

   a. learn what members of the opposite sex are like.

   b. learn to cope with sexual feelings and set limits.

   c. learn what existing social standards are.

6. Dating is a succession of personal involvements with opposite-sex partners. One or several of the relationships become more intense with greater personal commitment and subsequent testing of the total relationship. When a relationship proves mutually rewarding, the decision to marry usually occurs.

UNIT III. SELF AND PEERS: Friendship, Dating, and Looking Towards Marriage

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
To understand that getting along with others is learned and not innate.	Name things people do that particularly annoy you.	List student responses on board. Select most common complaints. Ask students how these can be avoided. Ask students why people don't avoid doing annoying things.	How well do students recognize that getting along with others is learned behavior.
To understand that getting along with others is the product of a cluster of characteristics and not a single trait. A-genuine interest in other people. 1-a desire to learn what other people think about things. 2-A desire to learn what other people do.	Discuss and analyze characteristics of people regarded as getting along well with others.	Ask students to think about someone who they consider gets along very well with others. List on board the characteristics students mentioned. Have students list on board or paper.	How well do students recognize that getting along consists of a cluster of characteristics and not a single trait? Do these clusters match with those listed in objectives and in how many ways? If they do not match, refine objectives or further refine student analysis through discussion.
B-Being interested in things ourselves.	Students discuss their interests.	Ask students what their various interests are. Look for variety of responses.	
C-Ability to compromise (being able to do what	Students role-play situation in which compromise is made.	Role-play (See discussion of role play in Section IV)	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
someone else wants to do even though we don't want to do it).			
D-Ability to understand how others feel even though we may not feel that way.	Look at a film or role-play a scene. Take the role of one person and describe his feelings. Then take the role of another person and describe how this second person feels about the first one.	Show film to illustrate how others feel. Ask students to "take the role of the other." The film "David and Hazel" is excellent for a contrast of feelings and experiences. Role-playing is useful here, too.	
E-Ability to respect the ways in which people are different from us. Differences such as hobbies, interests, and abilities.		List contrasting perceptions on the board.	
	Tell the class your special interests, hobbies, or abilities. Listen to other class members as they describe theirs. Talk about the importance of these to each of us and to each other.	Develop a class profile of hobbies, interests, or special abilities. Discuss the range of variation and the importance of these differences.	
To develop an objective attitude toward oneself as a learner, a willingness to try to improve, and a tolerance toward one's own mistakes.	Role-play a situation (2 times) in which a strongly held conviction is proven wrong.	Use role-play, ask participants how they felt and ask class how they react to the situation.	Can students admit errors. Do they demonstrate a willingness to improve?
	In one instance, the player cannot accept his error. In the second role-play, he can.		

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
To understand the importance of being honest in our reactions. Not pretending because we want to be popular.	Panel presentations	Panels (1) What does it mean to be popular? (2) Is it possible to be popular and honest?	Ability to come to grips with fact that honesty and popularity are possible.
A-Tact and dishonesty are not equivalent. It is possible to be honest and tactful at the same time.	Role-play	Role-play situation in which two friends disagree on same issue.	How well do students recognize that friends can disagree and still be friends?
B-One can be honest without being cruel. It is the "way" that is important.			
C-It is impossible to like everyone and we shouldn't pretend to like everyone in order to be "popular." We must be polite and kind.			
To recognize that there are times when we must do what we feel is right even though others disagree.	Discuss with students what they would do and how they react to the situation.	Present open-ended situations in which a group of friends decide to do something you don't feel it is right to do.	Do students recognize that there are times when it is not advisable to give in to group pressure?

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
The ability to place things in perspective. (Not all things are equally important in the long run. We must decide what things are serious and what things are trivial).	Discuss reactions to situations. Analyze issues and their implications.	Break up into small groups to discuss reactions to open-ended situations depicting issues that vary in significance from serious to trivial.	How well can students discern differences in import of issues? How much emotion do they invest in proportion to issues?
To understand the purposes of dating. Learning more about members of the opposite sex.	Dating All of the other 7 objectives are fundamental in establishing a good dating relationship.		
	Discussion of film.	Show film: "Dating: Do's and Don'ts" (Short progress of a date - from the idea, the asking and the accepting, to the date itself.)	How well have students comprehended main points of film?
To understand social standards of dating, and to recognize the need for setting limits in a dating relationship. (Objectives 4,6, and 7 are pertinent.)	Discuss film. Students share their attitudes toward social standards. Do they agree or disagree with prevailing standards? Why?	Film: "How Much Affection?" Discussion of social standards of dating.	Do students understand societies Do's and Don'ts? How well can they accept differing points of view?

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
To reconcile your standards with society's if they are different.	Discuss how they feel about people who behave in opposition to accepted values.		
To develop understanding of structure and function of the male and female reproductive system, including conception, pregnancy, and birth.	Discussion of films.	Films: "Human Reproduction" "Human Body: Reproductive System." Charts: List questions submitted by students on board.	
To develop an understanding of the physical aspects of sexual relations.	Panel of students to discuss necking and petting, premarital intercourse, i.e. -casual relationships -relationship with individual with whom there is some communication. -relationship with person to whom engaged or with whom there is deep emotional involvement	Panels Role-play dating situation in which boy attempts to pet.	
To explore attitudes, values and beliefs about sexuality	Questions to speakers. Discussion of issues.	Invite resource people clergymen (various faiths) young married or engaged couple.	

BOOKS-TEACHERS AND STUDENTS

1. Bauer W. W. Moving into manhood. New York: Doubleday and Co., Inc., 1963.

2. Bauer, W. W. and Bauer, F. M. Way to womanhood. New York: Doubleday and Co., Inc., 1965.

3. Crawley, L. Reproduction, sex, and preparation for marriage. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

4. Johnson, L. Human sex and sex education. Philadelphia: Lea and Febiger, 1963.

PAMPHLETS

Pamphlets and periodicals make valuable contributions to reference materials for teacher and students. Some sources for these are given below. A listing of special bulletins and journals may be obtained from these sources.

1. Human Relations Aids, 104 East 25th Street, New York 10.

2. Public Affairs Commision, 22 East 38th Street, New York 16.

3. Science Research Associates, 57 West Grand Avenue, Chicago 10.

AUDIO-VISUALS (Films)

"Human Body: Reproductive System." Coronet Films, 65 East Southwater St., Chicago, Ill., 1965. 13 min. color.

"From Generation to Generation." McGraw-Hill, Inc., Text-film Division, 330 West 42nd. St., New York, N. Y. 27 min. color.

"How to Say No (Moral Maturity)." Coronet Films. 11 min.

"Understanding Your Emotions." Coronet Films. 13 min.

AUDIO-VISUALS (Tapes)

"Worth Waiting For." Mrs. Rose Dyck and Abram Dyck, M. D., Audio Arts, 2828 S. W. Front Ave., Portland, Oregon.

"About Men" (for girls)

"About Girls" (for boys)

UNIT IV. SELF AND FAMILY: Marriage and Children

F. Jean Weaver

GENERALIZATION:

Marriage is a dynamic interpersonal relationship between husband and wife. With offspring, the husband and wife assume additional roles of father and mother. As the family progresses through the life cycle, interpersonal relationships and roles of family members change.

SUPPORTING GENERALIZATIONS:

1. Each family member has a self concept which influences his individual behavior, attitudes, values, and needs.

2. Family members, as a group, develop a family life style which expresses a consensus of their attitudes, values, and shared needs.

3. The family can provide the setting for optimal growth and development of its members.

4. For both mature and growing family members, personality stabilization and emotional support are provided through rewarding interpersonal relationships.

5. Optimal stability and emotional support for family members depends upon each one's respect for the individual, sensitivity to the needs of others, and skills in communication.

6. Conflicts arise in interpersonal relationships because individuals differ.

7. Successful resolution of conflict in the family depends upon:

   a. family resources, including skills in communication, sensitivity to others, attitudes toward conflict resolution, and skills in compromise;

   b. community resources, including counseling services and health agencies;

   c. knowledge about and readiness to use community resources.

UNIT IV. SELF AND FAMILY: Marriage and Children

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
To understand marriage as an enduring union of two friends, committed to one another's growth and development.			
To recognize the relationship between friendship and marriage.	In class discussion study pictures of couples doing things together. Ask: What is happening here? For some pictures ask: How does he feel? How does she feel? What will happen next? For most pictures ask: Are they married or not?	Exhibit pictures showing people doing things together, pictures such as in <u>The Family of Man</u>. Be able to identify a couple in each picture who may be dating or married. Include some teen-age couples and some mature couples, but have many pictures of couples in their twenties with whom the class can identify. Avoid symbolic pictures (the wedding, parents looking into a crib) and choose rather pictures depicting human interaction. Activities should include those that students do and observe such as going to a show, dancing, playing games, working together, talking together, eating together, caring for children, caring for a home. Some should show a couple in a group. Some pictures depicting healthy sexuality should be included: holding hands,	Observe the class's reaction to the picture.

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		embracing, comforting and consoling, dancing closely, action at a beach or pool in swimming suits, and pushing and shoving games. One or two pictures of conflict should be included.	
	Tell a story about one of the pictures. How do the people feel? What are they doing? What will happen next?	In discussing the pictures elicit a sense of persons doing, thinking, and caring for one another.	Do students' show an ability to recognize and express the qualities of a situation which shows companionship, friendship, and concern for others?
	After talking about the pictures sort out some of the most interesting pictures into 3 groups: -Definitely not married; -Definitely married; -Could be married or an unmarried couple.	Post the pictures selected on the bulletin board.	Note student reactions to the three categories suggested.
Identify the ways that a commitment to marriage is made.	Look at the pictures the class has identified as "definitely married" and make a list of the ways in which marriage differs from friendship.	Write on the chalk board "Marriage is Friendship Plus... Elicit a discussion of marriage as commitment and responsibility by referring to the pictures of activities classified as Definitely Married. List	Involve everyone in in identifying the responsibilities and commitments of marriage, observe reactions to the items listed. Do students show a positive orientation

OBJECTIVE	LEARNING EXPERIENCES	TEACHING METHODS AND RESOURCES	EVALUATION
		them on the board as they come from the class: child rearing, economic responsibility, responsibility for personality stability of the husband and wife, managing a home, family health, keeping a job, etc.	to companionship, marriage, parenthood. Relate to previous unit on self concept.
To understand that behavior is caused and can be modified by individual efforts and environmental conditions. Become aware that children and child-rearing are rewarding to both fathers and mothers and that relationships with children contribute to the process of personality development.	Visit with a mother, father, and young child.	Arrange for parents of a 2 or 3 year-old child to spend a period with the class. Choose a pair of parents who (1) positively value children and child rearing, (2) who are aware that their child's development is influenced by their own behavior and attitudes, (3) place a high value on the development of feelings of personal worth, (4) who can express their values and intentions, and (5) who can analyze their child-rearing practices. Choose a child who ordinarily enjoys meeting new people. (The time of the visit and the length will be influenced by the child's schedule and his response to the class.) Have parent(s) and child visit class or have class visit in the home in the child's play area (which may be the family living room). Let child move	Observe students' reactions to the child, the father, and to the mother. How do they evaluate the relationship between parents, father and child, mother and child? Do the students want additional experiences with children? Parents?

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		freely during discussion, mother controlling him, to demonstrate their usual modes of interaction.	
		Ask questions which describe family interaction patterns.	
		Ask mother questions such as: How does child respond to parents' interaction when they are affectionate with one another?	
		How does mother get child to do what she wants him to do? How does child get mother to do what he wants her to do?	
		Does child go to new people easily? Is that good or bad? What evidence does she have that child seeks new experiences?	
		What evidence can mother relate of child's ambivalence toward growth: that he wants to grow but still wants to be babied?	
		How does mother know that she is doing "the right thing" to care for and direct her child?	
		How does the father relate to the child?	
		How does the child feel about himself? How does he describe himself?	

OBJECTIVE	LEARNING EXPERIENCES	TEACHING METHODS AND RESOURCES	EVALUATION
Recognize that children's development can be influenced by the attitudes and behavior of others.	View film looking for episodes of behavior showing relationships between environment and growth. Try to answer questions such as "Why did child do that?" "What would you do?"	Show film "Terrible Two's and Trusting Threes", or another film that shows children in an environment favorable to growth and development. Project film in episodes. Stop film at the end of a behavioral sequence. Discuss the points made in the episode. Continue the film to show another episode. Stop to discuss it. Repeat as time permits.	Demonstrate ability to recognize the influence of adult attitudes and behavior on children's development.
Believe in the importance of developing feelings of self-worth.	Discuss examples of classroom behavior which illustrate the relationship of environment to behavior. Consider why parents and adults impose controls. (Child's best development, adult's convenience, etc.)	Point out that students in this classroom are acting out their needs and that we control one another's participation by responding to individual needs. Give examples to initiate discussion.	Note student reaction to analyzing adult-child relationships in different settings. Compare the situations (classroom, home, film, etc.)
Recognize that children's behavior can be understood as acting out their psychological needs and physiological needs.	Discuss characteristics for evaluating social and emotional environment. Give examples for each of the three columns on the chalk board: (1) Good Environment for the Child (2) Not Good Environment for the Child	Direct class discussion toward criteria for evaluating social and emotional environment. List the three environments using terms in the student's working vocabulary. The third column serves two purposes here: (1) to involve	To what extent are students able to evaluate methods of control used by adults and others? Can they see the application of their discussion to other settings?

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	(3) Situations that Make Me Afraid.	the student's personal experiences in the discussion, (2) to generalize principles of child development to human development.	
For some criteria by which to evaluate the social and emotional environment of the child.		Items listed should refer to physical environment, social space (persons and groups with whom he interacts), and psychological space (what he is told about himself.) This analysis is based on Hymes, Healthy Personality for Your Child. "Good Environment" will promote personality development and mental health; "Not Good" factors are antagonistic to healthy personality development. Consider factors that promote a sense of basic trust rather than mistrust, factors that promote autonomy rather than a sense of shame and self doubt, factors that promote initiative rather than guilt and inferiority, factors that promote self-identity rather than self-confusion. From the lists on the chalkboard, prepare a simplified form (such as a check list) to use to evaluate a child rearing environment.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	Observe children playing together. Using ideas presented by the teacher evaluate what you have observed in a verbal report to the class.	Arrange to have the students observe children. If a nursery school, day-care center or kindergarten is available, visit it. If not, have students observe children playing in the neighborhood, a supermarket, at Sunday School, etc. Give the students some guides or criteria for evaluation. Some ideas for evaluation are given in a Pennsylvania State University Nursery School Observation form included in Appendix.	
	Talk with teacher about the experiences her class is providing the students.	If the class visits a class, ask the teacher to talk with your students.	
Recognize the influence of social and emotional environment on your own development and the development of other adults: (1) during childhood years which are past, (2) in present experiences including this classroom, and (3) in the future experiences you can seek out.	Discuss experiences and conditions that: (1) help adults like me, (2) hurt adults like me. List them. Consider experiences you had as a child, are having now, and might have in the future.	Make two columns on the chalkboard: Situations That Help Adults (like me) Situations That Hurt Adults (like me) Direct discussion to include real experiences the students have had, are now having, or are likely to experience. Include experiences they can seek out and ones they should avoid.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		Suggestions for discussion follow:	
		Emphasize the importance of open and direct communication, especially direct verbal communication, but also non-verbal expression of affection and acceptance. Acknowledge sexuality and sexual behavior as communication in adult and adolescent experience.	Are students able to recognize and evaluate social and emotional factors in their own experiences?
		Acknowledge that communication often occurs on two levels at the same time, verbal and non-verbal; that the two communications may be contradictory; that when they are contradictory their effect is destructive (or negative or frightening).	
		Summarize by drawing attention to: (1) the effect of early childhood experience on attitudes and behavior in adolescence and maturity. (2) the latitude they have in their own present to seek experiences for healthy development, and (3) the influence of their behavior and attitudes on the behavior and attitudes of their friends, classmates, authority figures, and family.	
	Ask the guest speaker questions about his childhood, school, and	Select a stable and secure handicapped adult who can tell the class of his own experiences	Are students able to relate to a guest speaker?

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	work experience. Look especially for factors in your own experience which he may be able to help you with.	in growing up. If you have a former student who can serve as a role model, invite him to meet with the class If no former student is available, ask the local chapter of the Pennsylvania Association for Retarded Children for help in locating such a person. A caseworker, psychologist, or vocational rehabilitation counselor may be able to present a case study for discussion.	

Review for a class period or two the major ideas from the unit "Self and Peers," which relate to preparation for marriage. A useful transition topic would be exploring readiness for marriage as a series of steps which can be used to consider an evaluation of: (a) personal readiness (emotional, vocational, social maturity), (b) peer relations, (c) pair readiness (emotional maturity, realistic plans, ability to assume responsibilities of marriage.)

Part of readiness for marriage is perception of marital roles, communication, and use of community resources.

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
To recognize that marital happiness is influenced by expectations each brings to the relationship. Learn that in different families and different cultures there are different expectations.	Listen to descriptions of families which are different from yours. (or look at films describing families in other cultures.) Discuss your feelings about these differences. Topics to consider: (1) what are husbands, fathers, supposed to do? (2) Wives, mothers? (3) Sons? Daughters? (4) Do family members seem happy? (5) Which family is nearest like our own?	Present descriptions of families with expectations and patterns of family living different from those of the students. Sources for the teacher are numerous. Books (1) Lewis, Five Families Non- (2) Hostetler, Amish Society Fiction (3) Jeffers, Living Poor Fiction (1) Johnson & Karmiller, Family Tree (2) Somerville, Family Insights Through The Short Story Lead class discussion.	Is class able to contribute to class discussion?
Recognize your own expectations and learn alternative ones.	Bring to class a picture that shows your expectation for your spouse's role. Boys consider what a good wife does. Girls consider what a good	Explore role expectations by having students tell what they like in a picture depicting family behavior. With boys explore the wife's role, with the girls the husband's role. List the characteristics a "Good husband" a "Good wife," as stated	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	husband does.	by both boys and girls.	
	Discuss boys' and girls' expectations for their own sex role.	Compare boys' and girls' expectations.	
	Discuss dating as preparation for marriage. Can you tell the kind of wife and mother a girl will be from her behavior in dating and courtship? Can you tell the kind of wife (husband) one wants to be before marriage?	Relate dating experiences to preparation for marriage. Can one predict marital roles from courtship roles? How can one learn someone else's role expectations?	Can students identify the relationships of their family and dating experiences to their attitudes and expectations?
	Relate your own marital role expectations to your parents' behavior.	Where and how does one learn marital roles?	
To develop skill at resolving conflicts by recognizing and resolving incompatible role expectations.	Develop a situation where a boy and girl have different expectations. How can these differences be resolved? Ex. a boy wants to go to a ballgame, his date wants to go to a movie. Ex. A girl thinks the man should make decisions about his clothes and the boy thinks the girl should.	Introduce the idea of communication about role expectations--agreement and disagreement regarding behavior. Suggest techniques for resolving such conflicts through communication--talking out feelings, ideas, and ways of changing behavior. E. Duvall, <u>Family Development</u> describes many problem situations appropriate to this objective.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	Ex. A boy thinks they should get engaged, the girl thinks they should wait.		
Become more sensitive to behavior that indicates unfulfilled need in your spouse.	View the film "David and Hazel." Look for examples of one family member being sensitive or insensitive to another person's feelings. Comment particularly on the husband-wife and the father-child roles. How does husband-wife behavior influence mother-child behavior?	Show the film "David and Hazel" to illustrate sensitivity to the feelings of other family members. Stop the projector after each major episode for discussion. Relate family roles portrayed here to the students' discussion of the "good wife," "good mother," "good husband" roles discussed earlier.	
Practice skills in both verbal and non-verbal communications.	Prepare and produce a skit of a couple discovering that their expectations for each other are not exactly the same and they are not happy about it.	Develop several situations to suggest for the class's skit(s). The situations should be realistically related to their own background and experience: A couple decide to rent a house but one spouse grew up in an apartment and knows little about caring for a house, inside or out. What happens? A husband wants to quit his job and move to another city. The wife wants the husband to keep his job and stay where they now live. What should they do?	Participate in a skit about discovering and coping with incompatible husband-wife role expectations.

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		A couple has been married a year or more and one thinks they should go out more often and/or have friends come to visit more often. Who thinks so? Who does what? What to say? Her mother always had a washing machine ($250). His mother took clothes to the laundromat (25¢ a load). They have been married a while and she thinks she would like to have a washing machine. What happens? The wife has a high school diploma. The husband doesn't but she thinks he should have one. Is he working? What happens?	
To learn to use community organizations which serve families.	Ask your parents and people you know what social agencies serve families in your community. Have your parents help you look up social agencies in the telephone book. Look under headings: "Social Service and "Welfare Organizations," "Government - City,	Social agencies help families solve "normal problems" (growing up - scouting, finding a job - State Employment Service, health - state public health clinics) and "crisis problems" (handicapped - Bureau of Vocational Rehabilitation, health - Easter Seal Society, dependency - Child Welfare). Help the class become familiar with the range and	Students may know more agencies than they will name in class. Evaluation must take into account any stigma or embarrassment felt by families using the services. Respect the dignity and integrity of

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	Borough and Township," "Governemnt - County," "Government - State," "Government - United States," "Employment Agencies," "Associations," "Youth Organizations and Centers," and others.	type of "normal" and "crisis" services available. Prepare yourself by becoming familiar with services available in your area.	students and their families by being supportive and reassuring.
	Tell the class the agencies and services you know about.	List the agencies students have identified. Develop a check list so that you can fill in agencies not named by the students.	
	Visit two agencies serving families to get acquainted with the director, staff, and the work of the agencies. After the visit write letters thanking the directors for their help.	Arrange for a visit to one community agency dealing with "normal problems" and "crisis problems." Use agencies most relevant to the students' experiences; e.g., a health clinic, an employment agency, Vocational Rehabilitation, and the Child Welfare Office.	

BOOKS-TEACHERS

1. Duvall, E. Family development. (3rd ed.) Philadelphia: Lippincott, 1967.
   A life cycle approach to understanding family behavior.

2. Erikson, E. H. Childhood and society. (2nd ed.) New York: Norton, 1963.
   Erikson's eight "Crises" of the healthy personality have been widely applied in popular and academic studies of personality development from birth through old age. Chapter 7 in this volume defines them.

3. Hostetler, J. A. Amish society. Baltimore: The Johns Hopkins Press, 1963.
   A thorough account of Amish life, customs and social problems. Excellent.

4. Hymes, J. L. A healthy personality for your child. Children's Bureau Publication No. 337, Washington, D. C. Prepared by a distinguished educator, based on the papers of the Midcentury White House Conference on Children and Youth, this pamphlet talks to parents about their part in helping children achieve emotional and social health. Available from U. S. Government Printing Office, Washington, D. C.

5. Jeffers, C. Living poor. Ann Arbor, Mich.: Ann Arbor Publishers, 1967.
   A participant observation study of low income families in Washington, D. C.

6. Johnston, J. and Karmiller, M. Family tree. Cleveland: World Publishing Co., 1967.
   An anthology of story, legend, poetry, and fact of the special qualities and rewards of family relationships. Excellent.

7. Lewis, O. Five families. New York: Science Editions, 1962.
   An anthropologist samples five sub-cultural family patterns of contemporary Mexico and reports with both scholarly integrity and narrative artistry.

8. Somerville, R. M. Family insights through the short story. New York: Teachers College, Columbia University, 1964. Themes of family study and short stories illustrating them: family roles, stages of the life cycle, dating, etc. Excellent.

9. Stiechen, E. The family of man. New York: Simon Schuster for Museum of Modern Art, 1955. Photographic exhibition that is "a mirror of the universal elements and emotions in the everydayness of life-- ...a mirror of the existential oneness of mankind throughout the world." An invaluable resource of illustrative material for family life education. Available in paperback edition for about $3.00.

Other teaching aids -- books, films and filmstrips are listed in the resources section of this guide.

AUDIO-VISUAL AIDS

"Terrible Two's and Trusting Threes." 20 min. 136.7-23 c-a, $4.50. 1950
Shows what to expect of children ages two and three. The Pennsylvania State University, Audio-Visual Series, University Park, Pennsylvania, 16801.

Other films in the Ages and Stages series are: "From Sociable Six to Noisy Nine," "From Ten to Twelve," "Frustrating Fours and Fascinating Fives," "He Acts His Age" and "The Teens."

UNIT V. SELF AND ADULTHOOD: Independent Living Skills

Julia M. Boleratz

Independent living skills cover a great many specific aspects of life, from what one includes in one's daily diet to how one provides for a roof over one's head. This unit will approach these skills through the concept of satisfying use and management of money.

GENERALIZATION:

Understanding personal attitudes toward money and developing skill in handling money to effectively fulfill everyday wants and needs will help the individual to gain personal satisfaction from the routine of daily living; to contribute to his community as a participating member; and to become self-sufficient to the extent that his resources and his skills approach adequacy.

SUPPORTING GENERALIZATIONS:

1. Income, of some kind, is necessary before one can develop and practice the basic skills of money management and buying

2. Before making decisions about how money is to be spent, it is important to understand the difference between what one needs and what one wants, as well as one's attitude toward money.

3. The individual's choices in the marketplace are so numerous and varied that special skills must be learned before wise choice becomes possible.

4. The individual's skill as a buyer helps determine the quality of living that he can achieve.

5. The individual's skill as a money-manager and buyer is affected by and affects his interrelationship with friends and his community in general.

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
To discuss how your feelings and physical well-being are related to money and the way it's spent.			
Recognizing how your feelings about money have developed.	Learn about people who are characterized as "The Spendthrift," "The Tightwad," "The Borrower," "The Lender," etc.	Develop simple case studies (sketches) about people with extreme attitudes and habits concerning money. (See Hatcher and Andrews, Guide for Today's Home Living. Teacher or more able students should act out the characterizations.	Involve everyone in discussion. If some do not participate try to talk to them individually about their feelings toward money.
	Discuss how you feel about money. Which of the characters in the sketches is most like you? How do you differ from the people in the sketches? How does having some money make you feel? Useful? Generous? Like Saving? Like Shopping? etc.	Have discussions using suggested questions, etc.	
	Discuss where the money comes from to help you shape your money attitudes.	Lead discussion about experiences that class members have had with money. Use suggested questions.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	How do little children get experience with money? What are some of the problems that children have with money?	(Subject of stealing may come up). Avoid moralizing, emphasize how little children may not know the value of what they take. Have students try to identify some of the money problems of children. Then let them role play children with specific problems, i.e. Going on a spending spree after saving for a while. Hoarding your own allowance. Being punished by having money or allowance withheld. Spending your allowance all at once. Losing your money. Paying for something broken or damaged property. Being envious of your friends who have more money. Wanting something that costs a lot of money.	
	Role play a child with a specific money problem.		
	Discuss how <u>you</u> can get or earn some money to help you express your attitudes of generosity, security, powerfullness, usefulness, etc. Discuss how adults and older people fulfill their needs and wants.	Have students volunteer how they could get money to help fulfill their needs and wants. Make a list of above on chalkboard or flip chart.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		Summarize discussion by helping students see (1) people have experience and problems with money from the time they are young until they are aged and that their attitudes and emotions formed when they are young influence their money experiences and problems (2) that knowing and understanding your feelings about money can help you to be ready to meet money problems.	
Identifying your needs for the things that money will buy.	Discuss what you think your needs really are.	Make a list of the items volunteered by the students. After you have an adequate list, discuss each item and try to separate those items that fulfill quite basic needs.	
	What are the things that you really can't do without?	Try to get at such differences as those between (1) needing clothes, pants & shirts, a suit of clothes, a cotton dress, a party dress; (2) needing shelter, a room, a house, an apartment; (3) needing food, meat, candy, potato chips; (4) needing leisure or a good time, the movies, bowling, sewing, gardening; (5) needing people, friends, neighbors, store-keepers, townspeople; (6) medical care, medicine, aspirins; (7) dental care, toothache medicine; (8) transportation.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	Which of your needs require money in order to be fulfilled?	Star needs requiring money.	
		Summarize by drawing from the group the idea that needs are things that you <u>can't</u> <u>do</u> <u>without</u> in everyday living.	
Identify your wants that may be fulfilled by the wise use of money.	Discuss what you think wants <u>really</u> are.	List volunteered items on chalkboard or chart. After you have an adequate list, explain that it would be easy to list many, many wants.	
	What are the things that make your life more pleasurable but if necessary you could do without?		
	How do you learn to want some particular thing? (See someone else have it, see it on T.V., Develop a taste for it. i.e. soda.)		
	What would it be like if you could only get your basic needs and not any of your wants?	Point out that life would be dull and uninteresting if people could only fulfill their needs.	
		Point out that even in the U. S. some people can't get enough to eat or enough clothing to wear so that their lives may not be very satisfying.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	How can people learn to use their money to the best advantage so that they can fulfill both their wants and needs?	Point out that people need practice in developing the skill of managing their money so that some of their money can be used to fulfill their desires.	
To develop skills needed for handling money.			
(a) recognizing coins and bills.	Examine exhibit until you recognize the different kinds of money or exchange.	Make an exhibit of as many kinds of legal tender as possible--coins, bills, checks, IOU, etc.	
(b) Recognizing materials other than coins and bills that are money.	Discuss exhibit and the differences between items. Ask questions about items that are new to you.	Allow students to look at and feel the items exhibited. The items should be <u>real</u>. (You could draw arms, legs, wings, etc. on the money to give the impression of quick movement. Bills could be firmly but loosely attached by a chain or string.) Explain any items that are unfamiliar and talk about where they could be used.	
	Discuss the situations that are given by the teacher. Try to answer these questions. At this point, which could you use--a $10 or a dime?	Set up several situations in which money is needed, i.e. (1) It is night, no stores are open but you are thirsty so you look for a "coke" machine. You find the machine and then you begin to wonder if you can really buy that "coke".	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	In order to put money, etc. to use how important are time and place?		
	Would it be easier to cash a check or a money order in this strange town? Why?	(2) You are traveling in a strange place where no one knows you.	
	Why would it be safer to carry traveler's checks than bills on a long trip?		
	Explain how you would pay for your purchases and tell why.	(3) You have a checking account with a local bank and you deposit most of your money each week and pay by check. Today you went to the store for a loaf of bread and a quart of milk.	
	Why do some people prefer paying their bills by check? By cash?		
(c) Counting money and making change.	Play the Match Game.	Complete more situations for the Match Game and instruct students in how to play it. Provide the correct change for each player.	For each situation card taken by a player, one right answer is evident. Students can be evaluated by the number of situation cards they collect.
(d) Writing money values and figuring values in everyday situations.	Using the newspaper ad, select ten foods that you would like to buy. Write these foods down on a piece of paper.	Provide each student with an advertisement for food specials. Check to see that students know about the use of decimal points.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	Decide how much you want-- 1 lb., ½ doz., 1 quart, etc. Look at the <u>unit</u> price in this ad, then copy the correct amount beside each quantity. i.e. Bread 2 loaves 2 X .30 = .60 Do the above for all ten foods and then add the cost to see how much you will spend for everything you need.	Give individual help with figuring food costs. Allow students to repeat experience if they want to.	
(e) Recognizing the expenses that will need to be paid out of your income.	Try to identify as many types of expenses as you can from the items displayed in this room. Look at each object to make sure which expense it represents.	Around the classroom place reminders of typical expenses-- a Social Security Pamphlet, Income Tax forms, Hospitalization forms, local tax forms, a rent receipt, a grocery tab, a car inspection bill, a clothing price tag, utility bills, insurance notice, a movie ticket stub, a savings account book, a bus or plane ticket, magazines, a doctor or dentist receipt, a gift wrapped package, a laundry bill, a newspaper, a church envelope, an overdue bill, etc. On the chalkboard, place 3 headings: <u>FIXED</u> EXPENSES, <u>FLEXIBLE</u> EXPENSES, AND DEDUCTIONS. Explain meaning of	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		words if necessary.	
	Volunteer the names of the expenses that you recognize and try to identify whether they are fixed, flexible, or deductible expenses.	Ask class to identify the various kinds of living expenses and try to place them under the appropriate heading.	
	Discuss what is meant by the terms deductions, take-home pay, gross & net pay.	Collect and exhibit some examples of how deductions are shown to the person who pays the deduction--a pay envelope from a local concern and as many other pertinent examples as possible.	
	Discuss the advantages and disadvantages of pay deductions.	Explain how "deductions" have to be paid when one is self employed. As items are identified by students, pick up representative object from room display so that display dwindles. If students get to point where they can't name items let them look closely at what is left of the display. Try to get enough copies of common items, i.e., utility bills, so each student can have a copy.	
	Discuss how often expenses may fall due. Identify expenses that	On chalkboard, place headings: yearly, monthly, weekly, day-to-day. Under headings list typical	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	fall under the four time divisions.	examples volunteered by students.	
	Discuss ways of dividing expenses so that a person isn't "broke" or in debt when a big bill is due.	Provide examples of ways that people save ahead for big expenses--envelopes, jars, bank, etc.--and present advantages and disadvantages of both.	
	Practice dividing large expenses into more payment periods.	Make some practical problems for students, i.e. car insurance can be paid once or twice a year. If your payments are due in June and December, how much would you have to put aside each week to pay for a policy costing $104 a year? If you were paid twice a month? If you were paid once a month?	
(f) Keeping account of your expenditures.	Using the lists of expenses you have identified, select the items for which you have spent money. Write these expenses in an account book, allowing space to write in your expenditures day-by-day, or however often you buy the item. If you do not spend any money, pretend that you have a job and can make purchases when you need or want some-	Refer back to lists of expenditures identified previously. Supply students with an account book or loose leaf pages with headings (See reference) for them to keep an account of what they spend. Have a young person who supports himself talk to the group about his spending habits. Compare his spending habits with those of other class members to see if their accounts are realistic.	

OBJECTIVES	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	thing. Follow this plan for a week or longer. Talk to people about the cost of transportation.	Have a resource person tell group what it costs to buy and own a car, a motorcycle, etc.	
	Discuss the cost of food and eating in restaurants, etc. As it relates to sex, age, etc.	Ask a homemaker to talk about cost of food per family member--note that 10-12 yr. olds eat more than most adults. Compare cost of eating in with eating out.	
	Talk to people about the cost of shelter and what they are able to get for for their money. Use community maps, locate possible living places.	Get list of available rooms and apartments, their location and cost.	
	Make a list of 10 clothing items you need or want. Tell how much you would pay for each and whether it is new, used, or handmade.	Take students on field trip to compare prices of clothing. Compare used clothing prices with new, home sewn with ready-made, etc. Check students' lists to see if they are close to reality. Supply class with several mail order catalogues and have them check their lists against the prices for new clothing.	
To investigate some of the circumstances that determine the amount of satisfaction			

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
you receive from buying decisions.			
(a) Recognizing some of the things that influence your buying decisions.	Discuss some of your purchases with which you have not been very satisfied.	If no one volunteers, discuss one of your purchases that has been a poor choice. Make suggestions i.e. clothes that didn't fit, a movie that wasn't liked, food that was off flavor or stale, an object poorly constructed (toy).	
	Talk about the following:		
	What did you learn from this experience? What would happen if you had to learn about products by trying all of them first?		
	What purchase have you made that was very satisfying? What are some of the points that make a difference between a satisfying and an unsatisfying purchase?	If the class doesn't respond suggest a situation. List these on the chalkboard and order questioning so you can lead into discussion of how others help us make decisions.	
	Talk about how your friends and family influence what you buy. Role play some situations which involve two friends shopping, a parent and child shopping, etc.	Point out that many purchases are based on the likes and dislikes of friends, as well as their experiences.	
	Talk to someone who has recent experience in buying some rather expensive item, i.e. car,	Invite a resource person to discuss a recent expensive purchase. (Person must be candid.) If you think students won't ask questions	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	motorbike, furniture. Ask questions like:	type questions on slips of paper and give these to students.	
	How did you decide how much money to spend? How much did you know about the construction of the product? Who did you talk to about the product and why? How would you change your plans if you had a second chance? What, if any laws controlled your purchase?		
	Try to summarize the things that have been said about what is likely to influence making a purchase.	List on chalkboard: Factors which Influence a Purchase: Our Experiences Others Experiences Knowledge of Product Money Available Product Available Personal Status - age record sex	
	Discuss TV, radio, magazines, and newspapers and the effect they have on your desires to buy.	If influence of the mass media has not been mentioned yet, introduce discussion about how people are influenced by advertising.	
	Discuss whether the TV ads show Drs., Nurses, H. Ec. Teachers, families, etc. are real life situations.	Provide some catchy ads and TV commercials that would appeal to the emotions.	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		Help students identify the various emotions involved--fear, love, security.	
	Discuss what the value of advertising seems to be.	Exhibit other ads that are factual, informative, and possibly involve the introduction of a new product.	
	Discuss some of the ways that the government - local, state and federal, helps and protects the consumer.	Try to represent visually the relationship between government, consumer, and producer.	
		On the chalkboard draw some of the symbols that are representative of the government agencies.	
	Discuss what it was like before the government protected the consumer.	Describe what it was like before the government started to regulate and inspect products.	
		If possible clip some newspaper accounts of current examples of protection for the consumer.	
(b) Learning some of the facts relating to consumer practices.	Discuss the facilities offered for each of the retail outlets.	Prepare a simple chart listing the types of available shopping facilities and examples.	
	Discuss the advantages and disadvantages for each.	Retail / Advantages / Disadvantages Department Speciality Variety Discount	
	Locate examples of each		

OBJECTIVE	LEARNING EXPERIENCES	TEACHING METHODS AND RESOURCES	EVALUATION
	on your own community maps.	Non-Store Retailers Door-to-door Mail Order Vending Machines Cooperatives	
	See a film or filmstrip about using credit.	Show film or filmstrip, stopping at points of emphasis to discuss or ask questions.	
	Discuss pamphlet on credit.	Provide class with copies of "Mind Your Money When You Use Credit." Write the 4 steps for using credit on chalkboard.	
	Discuss these questions: Why is credit considered a good thing? Why are you warned that credit can be dangerous? What is meant by the phrase "The Cost of Credit?"	Discuss each step in detail. Ask general questions about credit.	
	Solve problems based on simple credit cost.	Present some simple problems which involve finding the cost of credit. i.e. Joe can buy a rod and reel for $9.95 cash or if he wants to pay $2.00 a week for six weeks, he can buy it "on time". How much will it cost him to use credit? How much a week is he paying for credit?	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	Discuss three steps to follow in order to get better value from the money you spend.	Provide class with copies of "Mind Your Money When You Shop." (See ref. - 3--Pamphlets-Teachers-Students) Write the three steps on chalk-board leaving space for other shopping cues under each heading.	
	Discuss what it means to plan ahead and when written plans are helpful.	Help class to identify different types of plans - shopping list, budget, Christmas list, birthday list, check list of activities, floor plans, etc.	
	Practice making a variety of written plans and try to add at least one extra point to your list to make it more helpful.	Have students select some assignment such as shopping for the kitchen, shopping for curtains, for one of the rooms, making small purchases for a home workshop, etc. Help students individually.	
	Find as many places as possible where you could shop for your particular list. Ask some friends if they can tell you about any of the places you have chosen.	For each student's plan, ask him to add a list of places where he would go to shop - have students use the telephone directory as well as their knowledge of the community. Encourage student's to ask people outside the classroom about the advantages and disadvantages of the stores they have selected.	
	Discuss the four ways to check on whether you are making a wise decision.	Using items from each students list, suggest ways that students can check the quality of specific products. Cover items also that the groups	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
		might be buying - clothing (shoes), cosmetics & health aids, food (meat) etc. (See Appendix).	
	Play the shopping game. Discuss the various qualities of products. Study the examples.	Provide some examples of high, medium, and low quality in some item (slips).	
	Discuss quality in relation to price.	Be able to price the product but only after students discuss quality.	
	Discuss what is meant by "term of the purchase."	Provide students with examples of sales slips, warranty agreements, credit purchase, contract, charge plates.	
To experience some actual situations in which you play the role of a person spending money for everyday living expenses.	Pretend that it is the beginning of the month and you are responsible for paying some bills, making some fairly expensive purchase (TV, chair, motorbike) shopping at the grocery store, depositing some money in a checking or savings account, and providing for some special recreation time. Make your plans and go through the actual steps you would need to follow. Discuss in class what	Make the arrangements for field trips to include all the plans made by class members. Some individuals may be able to go alone in pairs.	
		Work out some simple observation plan to help the students be more aware of the surroundings and what	

OBJECTIVE	LEARNING EXPERIENCE	TEACHING METHODS AND RESOURCES	EVALUATION
	you observed during your experience.	is happening. i.e. give students an observation sheet with following questions: 1. Describe the place in which you are observing. 2. Describe the other people who are in this place. 3. What special services are offered? 4. Describe how you interacted with any other people in this place. 5. What, if any, information did you learn?	

BOOKS-TEACHERS AND STUDENTS

1. Barclay, M. S. and Champion, F. Teen guides to homemaking. New York: McGraw-Hill Book Company, Inc. 1961. High school home economics text with chapters on managing resources. Uses simple language and interesting format.

2. Hatcher, H. M. and Andrews, M. E. Guide for today's home living. Boston: D. C. Heath and Company, 1966. A home economics text with two chapters concerning the management of resources. Introduces simple concepts of want and need.

3. Schoenfeld, D. and Natella, A. A. The consumer and his dollars. Dobbs Ferry N. Y.: Oceana Publications, Inc., 1966. A test on consumer practices, written in simple language. Contains illustrations which can be easily adapted for visual aids.

4. Toyer, A. Get your money's worth. New York: Holt, Rinehart and Winston, Inc., 1965.

PAMPHLETS-TEACHERS AND STUDENTS

1. Be a good shopper. Division of Home Economics, Federal Extension Service, U. S. Dept. of Agriculture. June 1965. For sale by the Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402 - Price 5 cents. An 8 page pamphlet, illustrated easy to read, concise, oriented to family planning.

2. Managing your money. Division of Home Economics, Federal Extension Service, U. S. Dept. of Agriculture. March 1964. For sale by the Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402. A twelve page pamphlet, contains forms for accounting and a spending plan, oriented to the family.

3. Mind your money. Money Management Institute of Household Finance Corp., Prudential Plaza, Chicago, Ill. 60601, 1966. A series of leaflets titled ...when you spend; ...when you use credit; and ...when you shop. Simple vocabulary and presentations, useful for slow learners.

4. Moderns make money behave. Institute of Life Insurance, 488 Madison Ave., N. Y., N. Y., 1961. A thirty-five page pamphlet written for the high school student. Includes forms for budgeting and accounting.

5. Money management booklets. Money Management Institute of Household Finance Corp., Prudential Plaza, Chicago, Ill. 60601. Fifteen cents each or a library of 12 booklets in slipcase for $1.50.
   Your budget. Presents practical system for managing personal and family income.
   Your shopping dollar. Gives general information on developing shopping skills.

6. Style-wise buys. College of Agriculture, Extension Service, The Pennsylvania State University, University Park. A series of pamphlets giving information about how to buy such items as blouses, dresses, slips, sweaters, etc. (Free)

7. Turner, R. H. The money you spend. New York: Follett Publishing Co., 1962. A workbook designed to improve reading skills by meeting the interests and activities of teenage readers. Six workbooks in the series.

8. When you use credit. Division of Home Economics, Federal Extension Service, U. S. Dept. of Agriculture, Jan. 1965. For sale by the Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402 - Price 10 cents. A Twelve Page pamphlet, illustrated, easy to read, concise, oriented to family planning.

TEACHING AIDS

1. Free and inexpensive materials for teaching family finance. (An annotated listing). National Committee for Education in Family Finance, 277 Park Ave., N. Y., N. Y. 10017. Single copy free to education.

2. Social security teaching aids. U. S. Dept. of Health, Education, and Welfare, Social Security Admin. (address local offices). Free to educators. Outlines historic, practical and social-economic aspects of social security. Includes pamphlet and wall charts. Describes how social security works.

3. Teaching taxes program materials. U. S. Treasury Dept., Internal Revenue Service, Washington, D. C. 20224. Free to educators. Includes both teachers and student materials on history of taxes, summary of the federal budget. Illustrated explanation of federal tax forms, and new tax problems.

4. Your guide for teaching money management. Money Management Institute of Household Finance Corp., Prudential Plaza, Chicago, Ill. 60601, 1965. A thirty page pamphlet which includes a program for teaching money management. Free, excellent teacher reference.

AUDIO-VISUALS

Money Management Filmstrips. These 35mm color filmstrips show real life situations and illustrate good financial management and how to practice it. Each filmstrip has its own study guide with suggestions for teaching. Reserve filmstrips six weeks in advance. Available on free, one-week loan. "A New Look at Budgeting," "Your Money's Worth in Shopping," "Your World and Money." Money Management Institute of Household Finance Corp., Prudential Plaza, Chicago, Ill. 60601.

"Money Talks About Credit I, II, & III." Available on loan from: Editors Office, 1-98 Agriculture, University of Missouri, Columbia, Mo., 65201. A series of three 16mm films on the problems of using credit. A simple approach easily understood by teenagers as well as other consumers.

IV

TEACHING METHODS

A. The Classroom as a Setting
Arthur E. Gravatt

B. Discussion as a Teaching Method
Stella R. Goldberg

C. Trying-Out and Role-Playing
Joyce A. Spigelmyer

D. Community Participation
Joyce A. Spigelmyer

E. Use of Films with Special Education
F. Jean Weaver

F. Field Trips
F. Jean Weaver

G. Evaluation

MATCH GAME

Directions:

(1) Give each player $5.00 in change in the following denominations:

(If possible actual money should be used.)

3 - $1.00 bills
1 - 50¢ piece
2 - 25¢ pieces
6 - 10¢ pieces
5 - 5¢ pieces
15 - 1¢ pieces

(2) Place Situation Cards face down on table.

(3) In turn, each player draws a Situation Card and follows the directions on the card.

(4) If the player correctly follows the directions on the Situation Card, he returns his money to his change pile and retains the card.

(5) If the player fails to follow the Situation Card correctly, the Card is returned to the bottom of the deck of Situation Cards, and the next player draws a card and continues the game.

SITUATION CARDS

Play two (2) coins and one (1)
bill that equal $1.10 in value.

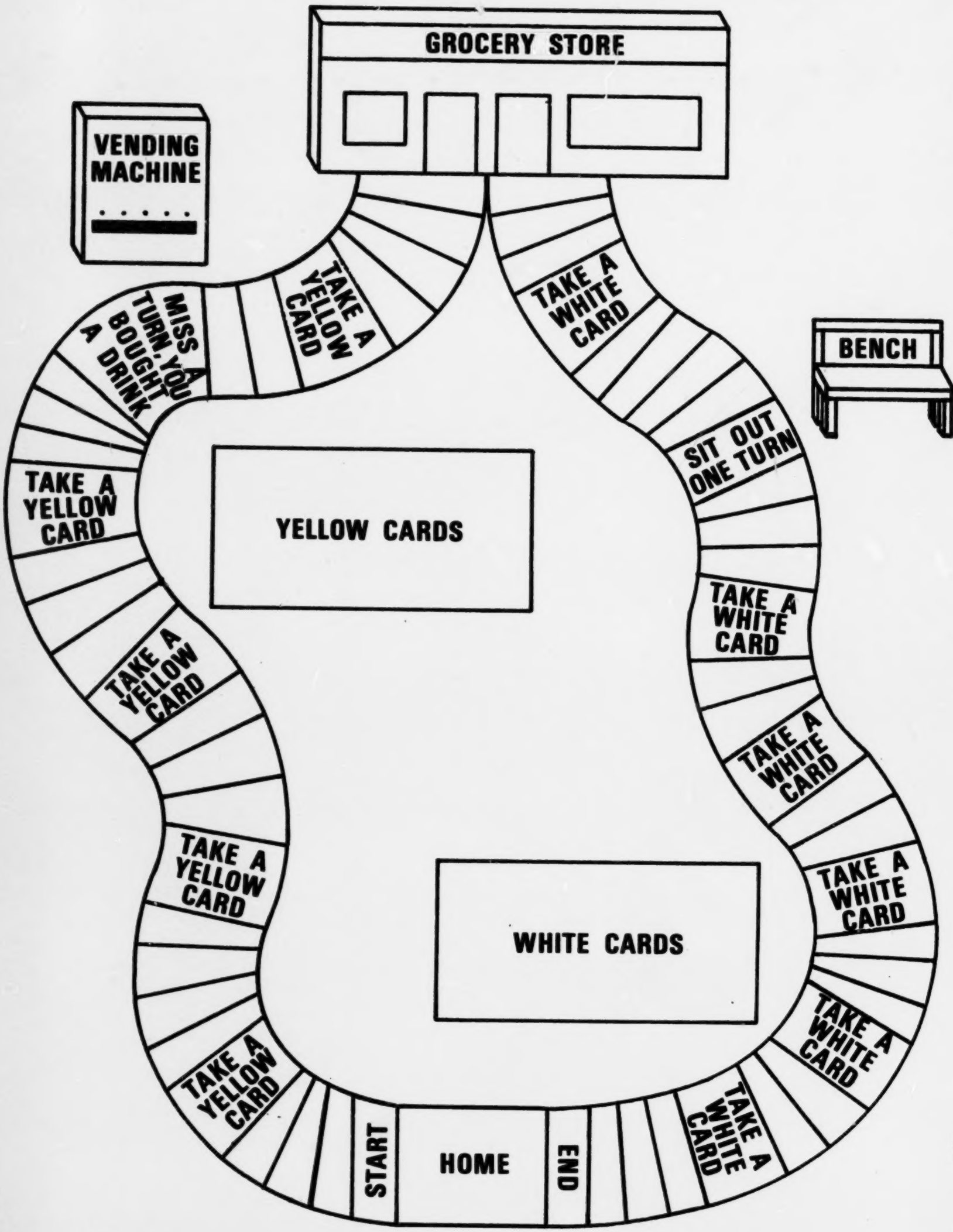
Play ten (10) coins and one (1)
bill that equal $1.10 in value.

Play one (1) coin and one (1)
bill that equal $1.10 in value.

Play four (4) coins
that equal $1.10 in value.

Play five (5) coins
that equal $1.10 in value.

Play nine (9) coins
that equal $1.10 in value.


GROCERY STORE
VENDING MACHINE
BENCH
YELLOW CARDS
WHITE CARDS
TAKE A YELLOW CARD
MISS A TURN. YOU BOUGHT A DRINK
TAKE A YELLOW CARD
TAKE A WHITE CARD
SIT OUT ONE TURN
TAKE A WHITE CARD
TAKE A WHITE CARD
TAKE A WHITE CARD
TAKE A WHITE CARD
TAKE A WHITE CARD
TAKE A YELLOW CARD
TAKE A YELLOW CARD
TAKE A YELLOW CARD
TAKE A YELLOW CARD
START
HOME
END

THE CLASSROOM AS A SETTING

Arthur E. Gravatt

Introduction

The classroom as the setting for the drama which teachers and students enact daily, may be viewed several ways. At one level the classroom is the stage on which the pupils, as actors directed by their teacher, learn (facts, principles, knowledge) about their world and themselves. A latent product of this experience, but perhaps more important, is the personal philosophy and sense of self which emerge from this daily interaction. From another perspective, to the degree that one can "furnish" and restructure the classroom, it represents the actors' (pupils') and the director's (teacher's) sensitivity to the potential of their environment as a locus of stimuli and rewards for learning. Finally, aspects of the environment may be symbolic representations or extensions of one's self. What one does to or with the environment may be a projection of the inhabitants' personalities, knowledge, or creativity and sensitivity regarding each others' need and abilities.

Our students come to us with an "inner organization" of ideas, objects, people, and of experience which enables them to function -- adapt, cope -- with the world in which they live. For the handicapped with whom we work, the teacher is confronted with the challenge to use the classroom and its resources as media to examine the student's prior encounters with his environment, his percention of himself in it, and to evolve new skills in coping with himself and his environment. How sensitive are we to the student's "inner organization?" What are his obvious and subtle potentitalities? How can we help him to expand his capacity for understanding, coping, and expressing his sensitivity to the inner and outer world which he experiences?

Teacher and Students as Performers

What is the purpose of the school? One purpose is to educate in a formal, information giving sense. We are all familiar with the teacher who has so much information to give that students get lost in the logistics of the classroom. Anyone of us can illustrate this with specific cases from our experience as students and as teachers. Another purpose, and to us the greater, is the creation of an atmosphere which encourages the student to become aware of his potential for learning new skills and to be sensitive to the needs and interrelationships of himself and others. The classroom is the major setting in which these learning experiences occur.

The classroom situation may be likened to a closed environment in which students and teacher work together. Figure 5 represents such a formulation with the classroom as a circle populated by

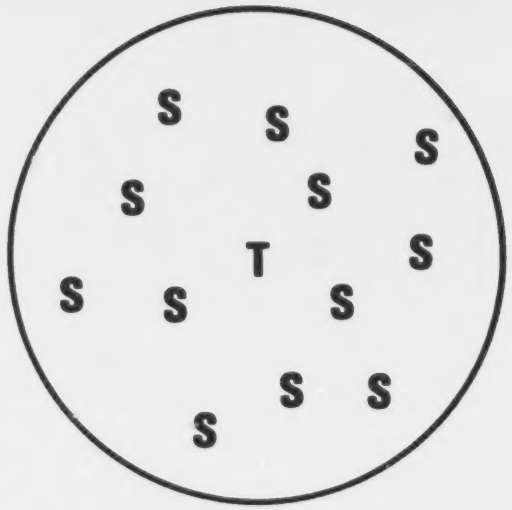


Figure 5

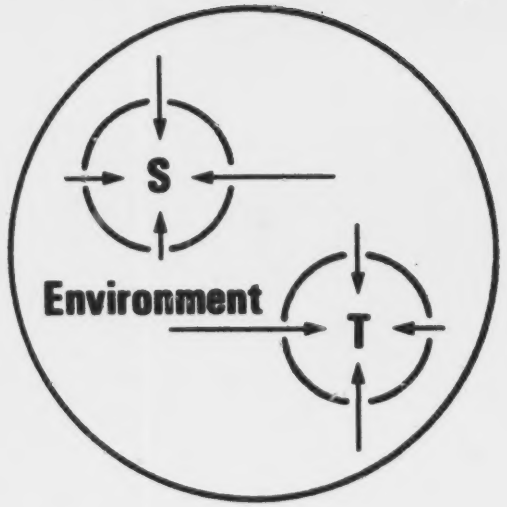


Figure 7

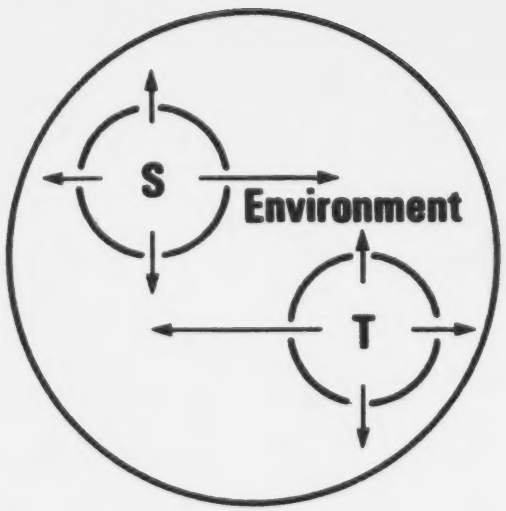


Figure 6

Figure 5 The classroom environment
S = Student T = Teacher

Figure 6 Student and teacher response to the environment.

Figure 7 Student and teacher receive stimuli from the environment.

students, Ss, and a teacher, T. The classroom as an identifiable environment exists within larger environments -- the school, the community, the state. Breaks in the circle indicate the permeability of this boundary. It is permeated by pupils, teachers, supervisors, parents, and others who influence behavior within the class. Both teacher and student bring to the classroom only part of the environment meaningful to them at any given time. Similarly, only parts of the classroom itself will be meaningful at a given time. Thus, our gross representation in Figure 5 needs refinement.

Each individual can be viewed in terms of his outward relations to the environment including people. Figure 6 shows the student, S, and teacher, T, acting in response to the external environment. Each is an independent actor behaving in relationship to other independent elements in his environment. Another aspect of this situation is the impact of the environment. It is supportive, permissive, or resistive. Figure 7 shows both student and teacher as a perceiver of environmental factors. The environment is a field of stimuli, some of which are received and responded to by the student and the teacher. The teacher as an integral part of the environment can be subjected to the same analysis as the students. Putting students and teacher together we find that the combinations of interrelations among selves and environments create a setting within which learning occurs.

Goffman (2) has formulated a situation as:

> "... any social establishment may be studied profitably from the point of view of impression management. Within the walls of a social establishment we find a team of performers who cooperate to present to an audience a given definition of the situation. This will include the conceptions of own team and of audience and assumptions concerning the ethos that is to be maintained by rules of politeness and decorum. We often find a division into back region, where the performance of a routine is prepared, and front region, where the performance is presented."

How descriptive of the classroom where students and teacher take into account standards and expectations of performance, individual needs, abilities, and experiences in setting the stage for learning!

Ideally, we encourage the student to explore and express his perceptions of his experiences. We want him to solve problems and make decisions without waiting for or merely accepting the teacher's solution. The sense of freedom to explore and express derives from the classroom setting. The greater the degree to which teacher and student share perceptions of the environment, the greater the likelihood they can feel free to be creative in their learning experiences. Figures 8 and 9 illustrate this sharing. Two environments are depicted: (a) that which is actually shared, and (b) that which is potentially shared. In Figure 10 we see the shared aspects of

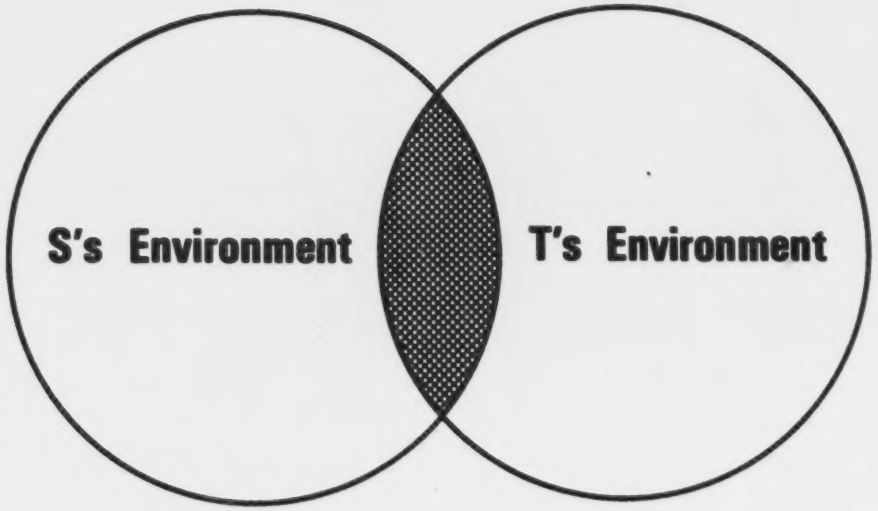


Figure 8

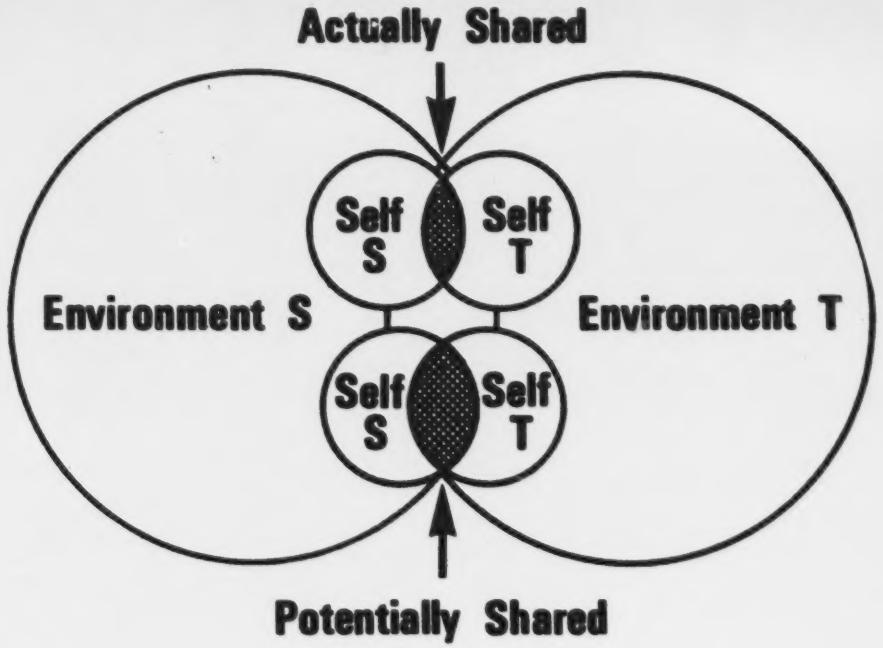


Figure 10

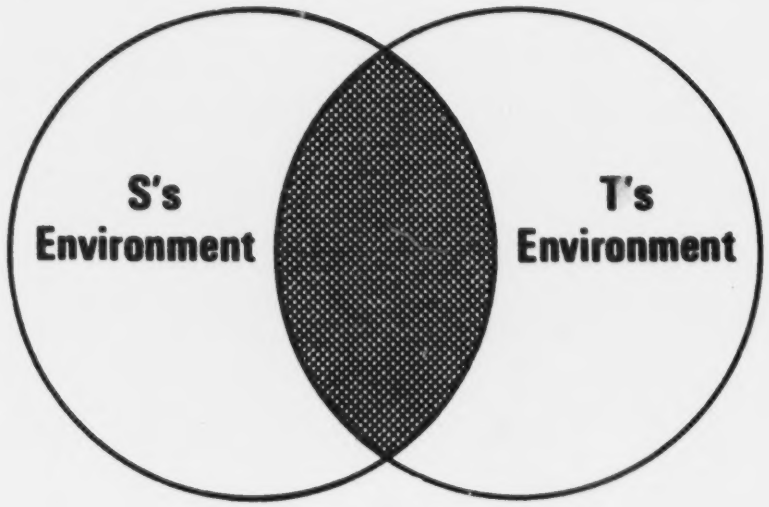


Figure 9

Figure 8 The interrelated environments of teacher and student: Actually shared portion shaded.

Figure 9 The interrelated environments of teacher and student: Potentially shared portion.

Figure 10 The interrelated sharing of self and environment.

self in an environmental setting. Again, the actual sharing of selves is probably more limited than the potential sharing of self. Our assumption is that optimum learning requires an increase in the shared perceptions and understandings of students and teachers. The major responsibility for enlarging this sphere of shared understanding and activity lies with the teacher. The teacher controls the power for structuring the classroom setting.

Restructuring the Classroom

In teaching social and community skills we found it necessary to be ready to "restructure" the classroom to accomplish the goals and objectives of the lesson. Roger Barker (1) has observed that people in a given setting have the potential and the active tendency to behave in more ways than the setting requires or can tolerate. For us, this was true in every class session. Thus it was necessary to use the classroom setting as a way of regulating behavior. Regulation implies two functions: (1) controlling of desired behavior, and (2) encouraging desired behavior.

Control of behavior is accomplished, according to Barker, by two mechansisms. One is to use deviation-countering techniques which define the tolerance limits of behavior and clarify expectations. These "pressures" may come from the teacher or other class members. The other control mechanism is of the "veto-type." Here, participation is a matter of being <u>in</u> or <u>out</u> of the setting. A student who cooperates, participates, etc. is included <u>in</u> the class. A non-cooperative one is kept <u>out</u>. "In" and "out" are used here in a figurative not literal sense. The personal characteristics of each student determine the control mechanism most suitable for him or the group of which he is a member. Thus, the teacher who knows his students can manipulate the classroom setting to achieve the goals for the lesson.

Since our concern was focused primarily on the students' self concept in relation to others, the major teaching method used was group discussion. Hence, we structured the classroom to enhance the likelihood that each lesson would be seen by each student in reference to himself. For some topics, this meant a large circle for discussion as in Figure 11. This circular pattern facilitated communication among the class members. Its virtue was the necessity for each of us to be subject to direct communication from others. There was no place to hide. This in itself was too threatening for some of us. Defense mechanisms were developed to escape the confrontation. Sometimes students left the group. The most common excuse was "to use the bathroom." One student would develop a bad cough when the discussion became particularly pertinent to her. She would "veto" herself out so as not to disrupt the class. All of the other psychological defense mechanisms were used by both staff and students.

Another pattern for class discussion was the use of a leader-discussion arrangement in which the teacher was definitely in authority. Figure 12 indicates this type. Sometimes the discussion

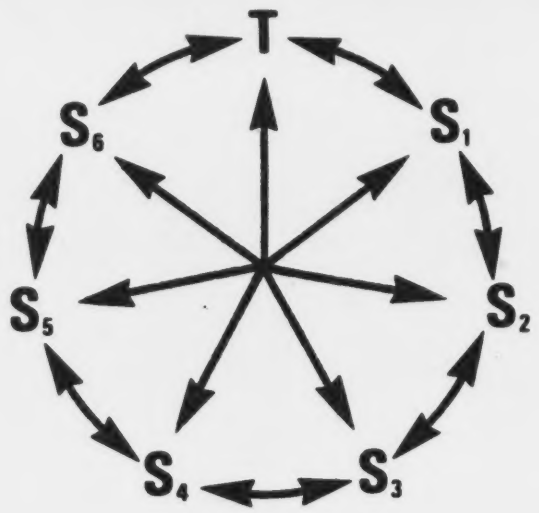


Figure 11

Figure 11 Circular pattern of communication.

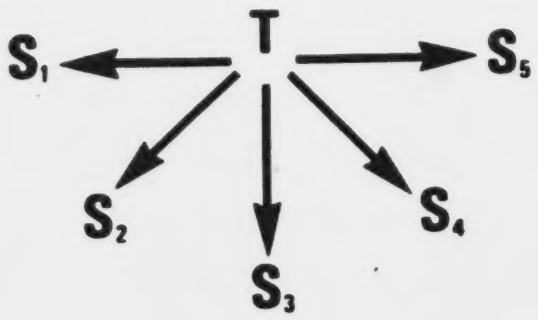


Figure 12

Figure 12 Inverted - Y pattern of communication.

circle was too threatening to the staff and/or students and it became necessary to shift to the inverted Y pattern. The inverted Y was useful when specific information was presented for discussion. For example, a nurse, using the Birth Atlas and birth models, presented a discussion of child birth. This pattern gave more opportunity for discussion and questions from students, but it also enabled the nurse to have the instructional materials close at hand. Several times staff members began a discussion with the circular pattern and gradually shifted to the inverted Y pattern. The reverse rarely occurred.

In both the circular and the inverted Y pattern the teacher and other students can readily exert pressure for conforming behavior. Indeed, in our first encounter with our students we used the circular pattern. While identifying ourselves by going from pupil to pupil around the circle, one boy shouted some definite instructions to another boy using language forbidden in most classrooms. Before the teacher could determine what strategy to take, other pupils told the boy he had gone too far and offered warnings if further deviations occurred. Incidently, this was the first and only time such language was used in the class. It wasn't necessary for the teacher to impose limits.

Veto type controls were imposed by dividing the class into distinct sub-groups. Various bases for division were used. Sometimes it was by age (older-younger), sex (male-female), developmental level (dating-not dating, working-not working), emotional vulnerability (likely to need support-not likely to need support), independence (need or does not need a leader), relations with others (friendly-hostile), and ability (more understanding-less understanding), among others. By definitely placing a pupil with one group we were able to reduce psychologically threatening experiences, as well as avoid out-and-out hostile behavior. Such veto arrangements have their positive counterpart. By saying to one pupil "Go with this group," we were telling another pupil "Don't worry, T can't ridicule you; he will be in a different group." In discussing dating and courtship behavior, for example, the students wanted to shift from one grouping to another. One sex group began to ask themselves "How do boys (girls) feel about this?" It was decided then to move on to mixed grouping. As discussion topics changed, some wanted to return to single sex groups for more discussion of individual's personal concerns. The guiding principle for arranging group structure and group composition was to take into account the variety of behavior within the group in achieving educational goals. Diversity and uniformity of needs, background experiences, and behavior became integral parts of program planning.

Symbolic Aspects of Classroom Behavior

Classroom effectiveness may depend on the meaning implicit in what we do rather than what we think we are doing. The symbolic me is more real to my students than my skills in methodology or subject matter knowledge. This implicit meaning is clearest in the relationship between teacher and student. The feelings the teacher has toward the students become crucial in establishing an effective

relationship with students. Recognition of one's own feelings and the students feelings enables the teacher to establish learning situations which meet student needs. When the relationship between student and teacher is positive, the classroom environment is conducive to learning.

A study by Halchin (3) of student responses indicated a distinct awareness of differences among teachers' treatment of students.

Comments about Low-empathy Male Teacher:

> "He seems so aloof. He makes me feel as though I don't know anything."
>
> "I think he's a good teacher, but I don't feel at ease in his class."
>
> "...he isn't much interested in what the students do, just so they do well in his class."

Comments about a Low-empathy Female Teacher:

> "She ... criticizes everything and is never satisfied with what is done for her."
>
> "I feel rather uneasy around this teacher in class, like there is a wall between us."
>
> "...when I talk with her she seems to make my statements seem wrong and tries to make them her way."

Comments about a High-empathy Male Teacher:

> "...He is firm but friendly."
>
> "...I respect and like his attitude not only toward me but toward the rest of the students."
>
> "...He is friendly and at ease with everyone."
>
> "He allows the kids to be close to him, but he knows where to draw the line."

Comments about a High-empathy Woman Teacher:

> "...she takes an interest in all the kids. She is easy to talk to."

"...I feel she is one of the most considerate teachers in this school who will help anyone at anytime for anything."

"She is always willing to help you if you need help of any kind."

Response of a low-empathy woman teacher to questions concerning sensitivity are enlightening-(Hàlchin).

Q. Where do you think most of your students would place you on this sensitivity yard stick?

A. That would be hard to say. I think I'm considered generally----very hard-boiled on this question of discipline but I think that they----I mean I have friendly conversations with the students and so on. And so I think that----I don't know whether they know how much sympathy I have---What I would try to say is----that I don't know whether they would realize how much sympathy I have but I think they know I can be friendly....Their estimate of me might be a lot colder than what I really am."

Responses of a high-empathy woman teacher to the same question:

A. Well, probably under warmer. ...I think I'm the shoulder they cry on. ...I just think it doesn't matter as long as you can get through to them. And the other things---- I would want to teach them----Well, I like my subject so I want them to like my subject. And I just think that you have to be bubbling. That's what I call it. I don't know what you call it. I just have to be enthusiastic ...then if they're not with me then I'm immediately concerned because something is lacking----that little tie between us ----and I don't hink I want to teach if the time ever came that I know they weren't with me. ....another teacher was saying, some have it and some don't. and I said, well it doesn't come overnight. Of course, their /the student teacher or beginning teacher/ first concern is, are they getting across the material and they've got to be sure they know the material. It just doesn't flow from them because their background is not developed and well-rounded....that comes with time, and I think that you can steer them toward that and make them see it but it's something you grow----you don't pour it in."

The question continues to haunt us--how to nurture the growth?

Another approach to the classroom situation is to examine the teacher's sensitivity to her total task as a teacher. Following the ideas suggested by Mooney (4), the teacher may view her relationship to the student in several ways. The sensitive one will incorporate all four views. The beginning teacher will probably focus on one or two dimensions and gradually grow to a concern for all four.

Product

The first teacher-student relationship is in terms of the product created. How well does it represent the student's response to his experience? Does the class exercise, task, or assignment give the student a chance to share with others his perceptions of the environment? Does the product incorporate the technical information, skill, and principles the teacher had in mind? All who have taught know teachers who focus on the tangible product of the class--whether it is a term paper, a score on a test, or an article made in the lab or shop.

Process

Second, there is the process of creating, whatever the student's initial level, does she show increasing ability to formulate and solve problems? Is she able to relate skills, steps, or processes as she moves towards functional and esthetic solutions? As you observe her over time do you see facets of artistic expression or creativity emerging and developing?

Person

Third, there is the person herself. What is our concern for the personality structure and functioning of our students? We assume that persons differ in their ability to understand themselves, their environment--including other people, and their interrelations. But then we tend to forget the uniquely individual and seek a uniformity of response. One of the rich opportunities in working with students of varying levels of ability is to observe what each is telling us in many rich, varied, and often non-verbal ways.

Environment

Finally, there is the environment in which we work with our students. What are the conditions, the limits, the freedoms, the opportunities we give all students and ourselves to explore and express our experiences? Do we "say one thing" and "do another" or do we set the stage for the presentation and development of the self?

Our goal is to develop teachers and students sensitive to all four dimensions of the creative experience--and to use the experience to enrich our awareness, understanding, and acceptance of each other.

If we have the sensitivity to "help" a student, let us pray that we also have the sensitivity to know when to leave him alone--to let him define the problem, work through its elements, and fashion a solution himself. (5)

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4. Mooney, R. L. A conceptual model for integrating four approaches to the identification of creative talent. In Taylor, C. W. and Barron, F. Scientific creativity: its recognition and development. New York: Wiley, 1963.

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DISCUSSION AS A TEACHING METHOD

Stella R. Goldberg

> "The clearest observable difference between the lecture and the discussion is the number of persons who have an opportunity to talk. In the lecture, only the lecturer speaks. An occasional lecturer may permit questions from the floor, but this can be little more than a gesture where the lecture audience is large. In a discussion class, presumably all members of the group, students as well as instructor, have an opportunity to talk." (1)

The lecture method is used primarily to present information or knowledge which the student is expected to record and comprehend. The discussion method, on the other hand, is best used as an attack on problems. "The major talk of the student is to find relationships between what is said and the problem which has been posed. It is not the following or comprehending which is important, but the evaluating, finding answers or solutions, and synthesizing which are significant in the discussions." (2) If the objective is the development of skills and abilities which are problem-solving in nature rather than the development of knowledge, then the worst discussion is superior to the best lecture.

The fact that the student in a lecture is an auditor suggests that the student's role in a lecture is passive. He is not under pressure by the threat of having to perform himself. The pace is set by the lecturer and the student must attend to the information being communicated because the pace is usually rapid. The student who can take notes rapidly and efficiently is usually more successful than the one who can not in a lecture class.

The student in a discussion course is always a potential speaker. He may perform voluntarily or involuntarily when he is asked to comment upon the course of the discussion or the problem being attacked. He may take some notes, but he must exercise his critical faculties in the event that the notes he takes are erroneous. Much of the talking is done by other students and may contain erroneous or irrelevant material. The student in a discussion must be more active and alert even if he does not speak much because there is always the possibility that he may be asked to comment. He must, at any rate, try to synthesize what is being said and try to relate it to the problem under discussion. A skilled discussion leader will guide the discussion in such a way that the problem is well-defined and solutions are kept fairly relevant. However, the leader must always avoid over-leading. It is the student's responsibility to find the

solutions. Although much of the learning in a discussion group may be covert, more critical abilities must be employed in the discussion than in the lecture.

The above description of the discussion method is directly pertinent to education in the conventional settings of the high school and college classroom. However, the discussion method is a valuable tool in areas of special education. Many special students have problems with social skills and communication. In a warm and friendly atmosphere with an understanding and sympathetic teacher, the discussion method can help provide opportunities and experiences for special students to express themselves, to gain insights into their own problems and the problems of others.

The discussion method can help the teacher to diagnose the problems and to assess the progress of the students. Even those students whose participation is minimal can gain confidence in themselves once they understand that other members of the group have many of the same problems. The teacher can encourage students to face their problems and understand them, help them to discover in what ways they are expected to act in certain situations and what they can expect from others. If students are free enough to express what they feel, the teacher can help them to achieve more satisfying relations with others. It is essential that special students be helped to attain those social skills necessary for their independent functioning in society despite whatever handicaps they have. The teacher can mediate between the student's concepts of behavior and society's concepts of appropriate behavior. Experiences which the students find frustrating and anxiety-producing can be manipulated by the teacher in such a way that the students can find in them a modicum of satisfaction and fulfillment once the teacher has identified with the help of the students the areas of complexity and difficulty.

The discussion method can be used as a form of group therapy. In a permissive but controlled environment, in groups with whom they have engaged in a variety of activities over a period of time, students can be made to feel free enough and confident enough to express their most intimate feelings and to help each other to insights as to the causes of their problems. Weaknesses and limitations can be compensated for or the conditions with which they can not initially cope can be modified and changed until the time when they are able to handle them. The experience of talking "out" and "over" difficulties in a candid way is invaluable in reducing hostility, tension, and anxiety. Hostility ventilated through talk is less likely to turn into violent and aggressive behavior. In some cases, the students may learn that there are situations which they must try to avoid.

Although the discussion method often leads to argumentation, disputation and misunderstanding, the process itself also produces greater gains in terms of respect and tolerance for the views of others and for one's self. Special students, more perhaps than regular students, have a great

capacity for tolerating the eccentricities and idiosyncrasies of behavior in others. By so tolerating others, they learn to be less harsh with themselves.

To summarize, the discussion method is useful in special education because it allows a maximum number of students to talk, thus providing them with opportunities to communicate and to gain in social skills; it is more appropriate for a problem-solving approach; it gives the teacher an opportunity to diagnose student problems and to assess student progress; it can help students to gain confidence in themselves and to gain understanding of themselves and others; it is useful as a form of group therapy.

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2. Ibid.

TRYING-OUT AND ROLE-PLAYING

Joyce A. Spigelmyer

Mentally retarded students can benefit from a variety of educational experiences. Teachers sometimes use effective educational methods with the mentally retarded without clearly defining the role of the teacher or the learning experiences of the students. This paper will consider two learning experiences: 1) trying-out and 2) role-playing. At certain points the experiences appear similar to an observer; that is, the students are doing a task or using a skill on a "stage." An attempt to distinguish between the two will be made so that the teacher may more effectively plan to use one or both learning experiences with students.

Trying-out

Closely involved with the student experience of trying-out a skill or idea is the concept of demonstration or the observation of the skill or idea as utilized by another person. Demonstrating and trying-out have been widely used to teach manual skills, such as use of homemaking and shop equipment. However, the use of demonstration and try-out has been less widely used to teach ideas, attitudes, and social skills. At least teachers have not consciously used demonstration and try-out as widely as these methods might be used. Figure 13 illustrates the trying-out technique in a formal demonstration.

The effectiveness of demonstration as a method of teaching is confirmed by the teacher or parent who says, "I don't know why he did such a thing. I tell him to respect the rights of other people." The listener perhaps thinks, "But what do you do?" Often a discrepancy exists between the demonstrated attitudes and the words of the teacher or parent. In many cases, the actions reflect the adult's attitudes more accurately than his words. The demonstrated attitudes "get across" more effectively to the child than the words.

Specifically, how can a teacher more effectively use demonstration as a means of helping students develop certain attitudes and social skills? An objective of many teachers is to teach students how to react to persons who have different opinions without rejecting or attacking the person who holds the differing opinions. Demonstration may provide an effective means of reaching this objective. Teaching such social skills may occur through both formal and informal demonstration. The teacher should note that informal demonstrations should be planned to be most effective.

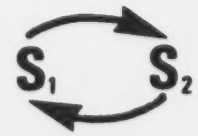
TRYING-OUT
(FORMAL DEMONSTRATION)

STEP 1. Two adults demonstrate a specific task behavior while students observe. Discussion.

(Teachers demonstrate a specific task)

(Students observe)

STEP 2. Students are given an opportunity to try out what they have observed. Discussion.



(Students demonstrate a specific task)

STEP 3. Students generalize the experiences and comments to other examples of the problem.

STEP 4. Evaluation of the experience.

(Students and teachers observe)

Figure 13

Informal demonstration was used to show students in a course in social and community skills various non-threatening ways of responding to persons who hold different opinions. Figure 14 illustrates informal trying-out. The teaching staff consisted of four staff members who found that all of them did not always agree on every point. These differences among the staff members were used to demonstrate ways of responding to persons who have ideas that are different. In group discussion involving students and several staff members, the staff was free to express conflicting opinions. A special effort was made to call these differences to the attention of the students. Observing some of the ways these staff members handled these situations seemed helpful to the students who later tried out the methods they observed. As group discussions progressed, the students began to be more accepting of differences among other students, and they responded in much the same way the staff responded to differences.

Informal demonstration followed by formal demonstration seems to have an effective impact upon behavior. The staff of a course in social and community skills served refreshments to the students before the first class meeting. The refreshment period provided an opportunity for the staff and students to talk, but it also was used to demonstrate certain social skills and social patterns associated with adult education and participation in community meetings.

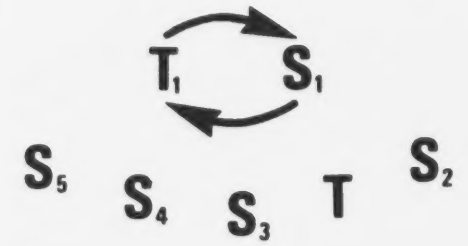
At the first class the students were asked to do what they had observed the staff do; that is, they were asked to serve the refreshments for the next meeting. In the next several weeks all students tried out their skills in serving refreshments. Several weeks after the course began, the students were asked by a community group to serve as hosts and hostesses at a public meeting, and the students agreed to help the group sponsoring the meeting.

The staff felt that the initial try-out in serving the refreshments to other students and to the staff helped the students have the assurance needed to go outside their own circle. To prepare the students for their duties as hosts and hostesses, the staff demonstrated in a more formal manner the various skills that would be needed and the students tried out these skills in the class room. Try-outs were used to provide practice in skills observed in the demonstration.

The purpose of both the informal and formal demonstrations was to show the students what to do with the try-out in the class room giving them an opportunity to use their skills. The purpose of the try-out was not to explore their uncertainties and fears about serving or eating refreshments in public although these feelings were recognized and accepted. For example, one girl was fearful of spilling the coffee when she served. Her concern was recognized and accepted by saying, "You're afraid things will go wrong. Well, most people worry about these kinds of things, but usually those things don't happen." The attitude that "you can do it" was conveyed.

TRYING-OUT SOCIAL SKILLS
(INFORMAL DEMONSTRATION)

STEP 1. Two persons express concern over a problem or an issue. The concern may involve conflicting opinions or a search for information.

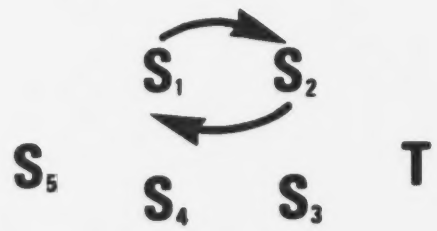


(Student and teacher "try-out" solutions)

STEP 2. Ways of handling the conflict or problem are demonstrated informally:

a. Concerns or differences are made explicit.

b. Ways of handling the problem or resolving differences are shown.



(Students "try-out" solutions)

STEP 3. Discussion of issues and ways of handling differences.

STEP 4. Students try-out their skills.

Figure 14

All of the students performed very well as hosts and hostesses even though most of them expressed some fears and uncertainties. The uncertainties expressed by the mentally retarded hosts and hostesses were not much more extreme or different than those expressed by many normal, socially skilled hosts and hostesses. As the students performed their tasks, their obvious success in their duties carried them through the evening and gave them a real sense of accomplishment.

Two factors seemed important in getting the students to attempt the duties of hosts and hostesses: 1) the knowledge that each had the necessary skills and 2) the attitude of the staff that the students could do the tasks. Although the mentally retarded adolescent has the necessary skills to participate in many social and community functions, he may be prevented from participation because of the overprotecting attitude of adults who convey doubt about the ability of the mentally retarded to perform.

Role-playing

Role-playing is acting out a problem situation, but the acting is only one part of a process composed of several important steps. A brief description of the process is presented, and some suggestions are made for using the role-playing process as a learning experience. Figure 15 illustrates role-playing.

Identification of the problem. The problem should involve interpersonal relations and should be a common problem to all members of the group. This step will begin in much the same way identification of a problem would occur in a regular discussion group. However, identification of the problem may proceed more productively when the suggestion is made to act out the problem. To act out the problem, the specific situation must be defined and the roles must be described. Clarifying a specific situation to be acted out may move the problem away from the members personally so they are more free to become involved, but yet the members remain identified enough with the problem to benefit from the playing of the scene and the later discussion.

Role-playing the scene. Assignment of the roles to be played can be made in several ways. The teacher may ask for volunteers or the group members may suggest persons to play the roles. With either approach to role assignement, the players must be willing to participate. Arnholter (1965) emphasizes that the students must feel free to act out the roles the way they want to. The teacher should not try to influence what the characters do.

The scene acted out by the students provides a common basis for discussion. In addition the players may tell how they felt while they acted out the scene. The scene proves a specific situation on which the group can focus. It proves a real problem in which the students can become involved,

ROLE-PLAYING

STEP 1. Problem Identification. Teacher leads discussion to specific problem, describe roles.

STEP 2. Role-Playing. Assignment of roles to willing participants who volunteer or accept teacher's suggestion of participation.

STEP 3. Discussion of interaction and feelings of players, "whys" behind the behavior.

STEP 4. Re-playing the situation and discussion.

STEP 5. Evaluation.

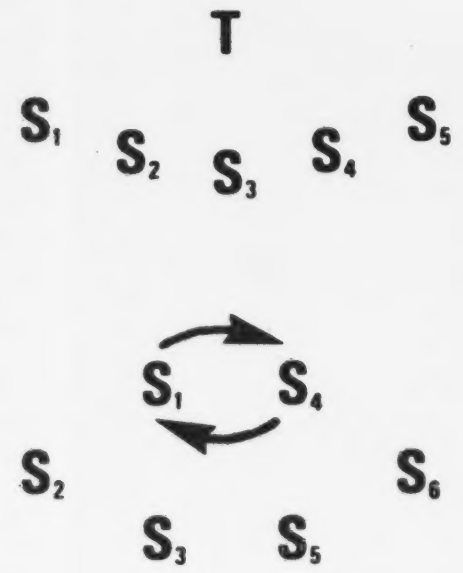


Figure 15

but the students do not have to have personally experienced the problem. Students who are hesitant to reveal their feelings often feel more free to talk about these in the context of role-playing.

Discussion. Playing the scene should be followed by discussion. During this step the "whys" behind the behaviors observed in the scene are considered. Why did Jane shout at her mother? How did Jane feel? How did mother feel? What are some of the other ways Jane might have expressed her feelings? How could mother help Jane? This step is one of the most important in the learning process for the students.

Re-playing the scene. After the scene is discussed, the group may benefit from re-playing the scene. The scene can be re-played using the same persons in the same roles, or the original players can reverse roles. An entirely new cast can be used to re-play the scene. A discussion following the re-play contributes to the effectiveness of the learning experience for the students.

Suggestions For Using Role-Playing

At several points in the role-playing process experienced teachers have found various procedures to be effective. Some teachers who use role-playing suggest that the group should define the roles and make the suggestion about who should play specific roles. Group suggestion may encourage participation of a member who would not volunteer on his own. Other teachers, including Arnholter, emphasize that role participation should be voluntary. In a real sense, no one can be forced to participate in the role-playing experience unless he is willing.

Certain props have been suggested for use in role-playing. Arnholter has used a modified puppet as a stage "prop" to aid in role identification for retarded adolescents. A name tag or other means of identifying the role of each player may aid the player in role identification. A means of identifying the player in his role may also help those observing the scene. However, usually props are kept to a minimum.

Several procedures have been suggested as a means of identifying the problem. Identification may come through a group discussion of the problems facing the members of the group. The problem may arise during a discussion of another topic. Informal conversation with students may indicate a problem exists. The students are not likely to say, "This is our problem." They probably will talk about situations which cue the teacher into the problem area. Through discussion the teacher can help the students clarify the problem. Definition and clarification of the problem may be facilitated by the suggestion that the students act out the problem situation.

The Shaftels indicate that problem stories related to the developmental level of the group members can be used to identify problem areas. The story is read to the group and ended at a critical point. The students are asked to act out the ending. These authors have written several problem stories based upon the developmental tasks of children. For example, one story is based upon the developmental task, respect for authority. The authors provide suggestions for the teacher who wants to write stories to use with groups.

According to the Shaftels, the problem story and role-playing have been used effectively with mentally retarded adolescents. They report a specific case in which the teachers were in doubt about the use of role-playing with retarded 9th graders. The teachers were amazed at the response of the retarded students who enjoyed the role-playing and seemed to benefit from it. These students seemed to show more comprehension of the problem involved in the story than the teachers anticipated.

Lavalli and Levine have presented some topics for role-playing. These topics, such as sharing home duties, are related to the areas of social skills of concern here. Two examples of the actual dialogue are given here.

> "In a sociodrama on 'finances' the girls pretended they were having a soda together after school and talking over some of their problems about money.
>
> C: Guess what!
> L: Tell me. Don't keep me in suspense.
> C: I have a job. I'm working at the Wayne Hotel for an old lady. It is nothing much. All I do is to go there, go to the store, and I wash out a gown for her sometimes. I fix her something to eat, too.
> L: Well, don't tell us all about it. Just tell us how much you get paid.
> C: Six dollars a week and carfare. I don't have to ask my mother for money any more.
> L: Your mother can save a little bit of money that way. You know you can buy your shoes one week and maybe the next week you can put some money on a suit.
> C: You have an allowance, haven't you, Sandra?
> S: Yes, it depends on the work I do around the house. Usually I get $1.00 or $1.50.
> L: Well, I hate to say this but I don't get any allowance but what I want I get from my mother sometimes and sometimes I don't get it. When I am healthy and strong I can do the jobs for her.
> S: I heard that your mother was sick, Lupe, how is she?
> L: She's been sick quite a while. She's been staying in bed. I fix the fire for her before I come to school and that keeps the house warm. Some girls ask me how come I don't get any money. Well, I try to make them understand.
> S: You have a big responsibility, Lupe.
> L: Yes, I have. Even though sometimes I get mad because I don't get much, I get over it.

C: Well, Lupe, I just wanted the job for experience. The lady is nice. I still help around the house when I get home.

L: Well, Cathy, your family and my family are different. My mother is kinda old and your mother, well, maybe she's young, I don't know, but I know that your're bigger and stronger than I am so you can do two things more than I can.

C: That's right, Lupe, but you know it doesn't matter because we all have to have rough times sometimes in our lives. Life can't always be easy.

L: The trouble is, Cathy, that I work all the time but time passes and it goes by and I don't mind. I'm so used to it now. Everybody tries the best of their lives.

S: Lupe, I'm kind of ashamed of myself because whenever I can't have everything I want I start hollering.

L: Well, you shouldn't feel that way. What you've got you should be proud that you've got it, because some other people in some other countries don't even have as much as you have.

S: Then after I get through hollering at my mother I stop and think what a fool I was.

L: Yes, you have to think.

C: That is the mistake that everyone makes Sanda. They act before they think. Everyone has some troubles and they are different kinds of troubles.

L: Let's finish our sodas and talk about it tomorrow after school. "

"The boys discussed 'choosing a marriage partner' in this sociodrama.

B: What kind of girl would you like to marry?

W: I'd like to marry a nice girl that is a little smarter than I am.

B: What do you mean by that?

W: I want to marry a girl that's nice and tall, nice looking. I want her to work together, and chip in together, and buy a nice home and furniture, understand each other and stuff like that.

B: Don't you want a happy marriage?

W: Oh, yeah, I want about three kids, and I want my wife to understand me. I heard it is hard to pay your bills when you're married. If we stick together in hard times, for worser or better, work together, and build up security for our children.

B: What do you mean work together? Do you mean work in the house or work on a job?

W: I think a lady or a girl should go to work before she has a child to help her husband to get the things they want, like a home, furniture, anything they want to buy. But after their child comes, I don't think the lady should work.

B: Not me. I don't think a married woman should work. Because a woman's place is in the home. She's supposed to keep the house, and it's the man's place to go out and work. No, if she's got some kids, you don't want the wife going out working, and the kids don't get raised by their mother. Girls and boys

B: (continued)
come home, and nobody to cook their food. I don't think that's right. A mother should stay home all the time.

W: What if you have a wife that doesn't have any children? Do you think she should go out and work then?

B: No, I think she should still stay home, because the house will get dirty. You know you're not going to hire a maid, unless your're rich. If you be rich, it be all right. The house gets dirty. Who's goin' to clean the house?

W: Yeah, but you can clean the house during the night, can't ya? You can help her when you both come home from work. Like you help her a little bit. I saw other people working, wash the dishes, and help their wife.

B: Wait a minute. Who going to clean the house after they come home from work? They both be tired. He's working eight hours and she's working eight hours. Who's going to work that night? Who's going to clean the house?

W: You got a point there. But I still think you can both help, you both can do it.

B: I don't think so. I still think a lady's place is in the house."

This dialogue provides convincing evidence that the retarded do participate in and respond to sociodrama or role-playing. They appear brighter and more intelligent in sociodrama scenes than their intellectual level would suggest.

To use role-playing effectively, the teacher needs a willingness to explore and a confidence in her own judgment. The teacher must be sensitive to the dynamics of the group and use her own judgment about what will be most effective at a given time with the group. In a sense, role-playing is a specialized use of discussion. To handle discussion, a teacher can use some guide lines and suggestions, but much of the effectiveness comes from the sensitivity and experience of the teacher. References can give the teacher some guide lines and suggestions; but in the end she must try the method and develop her own skill.

Which to Use? Trying-out or Role-playing?

Role-playing is a student experience which may look very much like trying-out at several points. However, the purpose and emphasis are different. In role-playing, the feelings and behaviors in critical or problems situations are the focus. The behavior is important as a means of understanding the feelings involved. The appropriate behavior or what to do in the setting is not the focus.

For example, students may be concerned with their behavior when friends come to visit. A student says, "I was so nervous. I spilled the cokes and dropped the potato chips when the kids were at my house last night." This student knows what to do in the situation, but she is having difficulty performing. How can the teacher help this student understand her feelings? How can the teacher help other students understand why the hostess is clumsy? How can the guests help the hostess?

Role-playing may provide the students with the learning experiences needed to modify their behavior in this situation and in similar situations. Through role-playing students are able to come to some answers about 1) why the hostess behaves as she does, and 2) what the guests can do to help the hostess. Understanding of self and others is encouraged through role-playing. If the students lacked the social skills or "know-how", demonstrating and trying-out might be an appropriate learning experience.

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COMMUNITY PARTICIPATION

Joyce A. Spigelmyer

Community Participation by Mentally Reatrded Adolescents

Community participation consists of the reciprocal giving to and taking from the community by the individual. For the mature adult a balance of giving and taking is involved in responsible citizenship. The responsible adult gives his talents to the community, and he uses community services and resources. A child who uses school, recreation, and other facilities usually takes more from the community than he gives. The transition from childhood to the more balanced community participation of adulthood is not smooth and well defined in our society. Adolescents indicate that they feel left out of the community, and many adults recognize that adolescent skills and energies are not being used fully by the community.

The mentally retarded adolescent has two strikes against him. He is both mentally retarded and an adolescent. Until recently the general trend in the United States was to separate the retarded from the community. Several studies, the first in 1919, have shown that the retarded could adjust successfully in the community. Adjustment was usually defined in terms of vocational success.

The need for training of the mentally retarded in the use of community services and resources has become apparent. Some institutions and communities established programs to teach the retarded how to use community services. Elwyn, a private school for the retarded in Media, Pennsylvania, developed a program to teach its students to use the bank and other community facilities. Others have tried social programs to teach social skills and to provide recreation for retarded teenagers.

Programs in which the mentally retarded give to the community are rare. Mentally retarded adolescents and young adults who were students in a course in social and community skills taught in a sheltered workshop served as hosts and hostesses at a public meeting conducted by the Pennsylvania Association for Retarded Children, Centre County Chapter. The boys greeted guests at the door, helped the guests with coats, and pinned name tags on the guests. The girls served refreshments to PARC members and others who attended the meeting. Association members were surprised to see how well the boys and girls did their tasks.

Activities which encourage giving to the community may be more important to the mentally retarded adolescent than to those who are normal. Many retarded come from a subculture in which adults do not give to the community. Adults in the lower socioeconomic groups do not set a pattern of

balanced community participation after which the child may model his behavior. Other parents and adults in contact with retarded adolescents participate fully in the community, but they discourage community participation of the retarded because they feel the retarded are incapable of making any contribution except in the vocational area.

Giving to the community may contribute to the enhancement of the self concept of the mentally retarded adolescent. Since the retarded child in our society often experiences failure at school, a feeling of accomplishment coming from contributing to the community may provide the sense of worth and belonging which is necessary for the retarded individual to begin to use his full potential. This potential is often much greater than parents and teachers realize.

Projects and Skills for Community Participation

What are some of the ways mentally retarded adolescents and young adults can contribute to the community? Some possible activities require limited skills which the retarded may already possess or which are readily learned. Helping with a car wash to raise money for play ground equipment or picking up trash to help beautify a park requires limited skills. Planting flowers in a park or planting trees in a conservation project provides an opportunity to use manual skills that are relatively easy to learn. Many projects, particularly those involving conservation, offer the opportunity to learn about the community while the adolescent feels a sense of accomplishment and belonging to the community.

Preparing and serving refreshments for the PTA or other community groups gives mentally retarded girls an opportunity to use skills learned in home economics class. Mentally retarded boys also may possess skills which can be used in community projects. Assisting the woodworking teacher in an adult education class provides mentally retarded boys with an opportunity to use their skills and perhaps to learn more about woodworking. Retarded boys with woodworking skills might help younger boys in a club with simple woodworking projects.

Many jobs involved in community activities are within the range of ability of the mentally retarded in special education classes. Mentally retarded students could help guests at a conference or community meeting with their coats. These students could welcome the guests at the door and hold the door open for the guests. Perhaps several teachers could compile a list of various tasks that were done in the community during the last month. How many of those tasks could have been done by mentally retarded students?

Participation in an Ongoing Project with Another Group

Participating in an ongoing community project identified by the total community has several advantages. The mentally retarded adolescent and young adult will constantly be reminded of his contribution if he worked on an ongoing project or a permanent part of the community. When he walks by the neighborhood park which he helped clean-up, he is reminded of his part in the job. To work on a project identified by the total community may help the retarded feel a member of the larger community. Members of the special education class can say, "We picked up paper to help our town during clean-up week."

Cooperating with a community civic or service group may help mentally retarded adolescents and young adults feel part of the larger community. Also working with an established adult group provides adult models who are visibly participating in the community. Adults from civic or service groups can give the needed supervision while the retarded provide the energy to get certain tasks done. The retarded adolescents and young adults probably will need close supervision to learn and to carry out the job, but they can learn many skills which can be used in community projects.

The following principles may help the teacher and other adults guide the mentally retarded in a community project. These are basically the principles used by a researcher who taught the mentally retarded to work successfully on production-type assembly line:

1. Provide incentives for learning. Point out the benefit of the project to the community. For example, the money you earn will help buy a sliding board for the playground.

2. Give verbal reinforcement. Use praise liberally. Indicate what part of the task is being well done and is being praised. Follow a recognition of effort and the aspect of the job which is well done with suggestions for improving the job if some improvement is needed.

3. Break down the skills to be learned into parts.

4. Teach the correct movements or skills at first so that poor habits do not have to be replaced. At first accuracy rather than speed should be stressed.

5. Materials or tasks should be arranged in such a way that fumbling can be minimized.

Individual and Group Participation

Students can participate in community activities as a group or as an individual. The kind of participation will depend upon the purpose of the activity. Participation by all members of the group in the same project can help develop a strong group feeling or identity. A teacher can use a community project to help a group of students develop an esprit de corps or group feeling. Such a feeling of group membership may be the first step in developing a feeling of belonging to the larger community.

Individual participation in a community activity can help meet the unique needs of a particular student. For example, adopting a grandparent at a home for the aged can provide a warm, supportive relationship for a mentally retarded adolescent who needs a mature, understanding adult with whom to relate. Such an adoption would be mutually beneficial. The small errands and chores which the retarded adolescent could do for his adopted grandparent would be helpful to the adult. Perhaps soon the adolescent would recognize the contribution he is making to the older adult. When the adolescent becomes aware of the assistance he gives the older adult, he can say, "I'm important to my adopted grandparent."

Recognition for Community Participation

The mentally retarded adolescents should receive recognition for their efforts in the community. Public recognition appears to serve some of the same functions for the mentally retarded as for the normal students. Such recognition helps develop a feeling of accomplishment and belonging to the community. Many of the same methods of acknowledging the cooperation of other groups can be used, but the teacher may have to arrange or remind the organizations and community leaders that the mentally retarded deserve and respond to such recognition. Recognition from a community leader indicates that the larger community is aware of the contributions made by the mentally retarded students.

Praise or verbal recognition from the teacher and other adults supervising the work helps the retarded get the job completed. A letter of thanks from the community leader could be read in class and posted on the bulletin board. A trophy or small object and a few words of thanks might be presented to the class personally by the community leader in charge of the project.

Pictures of students working on various phases of the project might be posted on the bulletin board. These pictures recognize the accomplishment of the group and provide a tool in evaluating the activity with the students. Perhaps some of the pictures might be printed in the local newspaper. Students of a course in social and community skills were very proud of a series of pictures showing them serving as hosts and hostesses at a community meeting. The series of pictures showed the

boys greeting guests at the door, taking coats, and pinning on name tags. Also included were pictures of the girls serving refreshments to the guests. One picture of students serving refreshments to several prominent community members was published in the local newspaper. One girl whose picture appeared in the newspaper proudly displayed the clipping in her wallet several days after it appeared in the paper. Near the picture of her serving refreshments was an older newspaper clipping of her buying a booster tag for a community project in her hometown.

The teacher will have to consider the feelings and attitudes of the students, their parents, and the larger community when newspaper publicity is arranged. Some parents may not be able to accept the identification of their child as a member of a special education class. Perhaps the participants of the project might be identified only as students of Mrs. Brown's special education class. In certain instances, the individual students might be named without indicating their class membership. Identification of the group as a special education class provides an opportunity to inform the community about the contributions of the mentally retarded.

Feelings----Of the Mentally Retarded and Of the Community

The teacher should assess the feelings of the students and the community before a community project is undertaken. Students probably will express ambivalence about participation. These students want to experience the feeling of accomplishment and worth that goes with participation, but they probably have feelings of fear and uncertainty. Many mentally retarded students seem to be very fearful of failure. This fear may be disguised as apathy. Fear of failure prevents them from trying new ventures which could provide them with satisfying experiences.

The various feelings expressed by community members may be more difficult for the teacher to cope with than the feelings of the retarded students. Some of the fears expressed by community members can be traced to the older ideas that the retarded should be completely separated from the community. Accompanying the attitude of separation was the idea that the retarded are very likely to become criminals. These older ideas have not been supported by research, but the vague fears aroused by such ideas are difficult to replace with healthier attitudes.

The teacher should not be discouraged by the hesitancy of the community members and the ambivalence of the students. The positive feelings which the mentally retarded students experience through successful community participation are likely to repay the teacher for all her efforts. The teacher probably will receive a double dividend from the realization that a few community members are beginning to see the potential contributions of the mentally retarded to the community.

Only recently has the potential contribution of the mentally retarded been recognized. Presently many progressive segments of the community are actively helping find employment for the retarded. This recognition of the vocational contributions of the retarded occurred when the potential of the retarded was pointed out. Perhaps the next step is to demonstrate the potential of the retarded to give to their community in ways other than vocational.

USE OF FILMS WITH SPECIAL EDUCATION

F. Jean Weaver

In this setting, educational films can be used to develop understanding, to foster desirable attitudes, to awaken or strengthen interest, and to provide a common shared experience as a basis for discussion.

I. Who should use films?

Since this curriculum assumes that the teacher-pupil relationship is central to accomplishment of its goals, the regular classroom teacher should show the film. Even if the teacher feels the films are "out-of-my-field," we believe she should be the one to show them or don't use them at all. She will learn and gain competence along with the students. The film is after all, a tool and not an end in itself.

II. Selection of a film

Film selection should be based on the principle of meeting the educational goal(s) of the lesson.

When planning the use of a film it is of crucial importance for the teacher to first establish educational goals and to preview films in order to choose the one(s) which will best serve those goals. It may be necessary to modify goals to accomodate the limitations of the films available; but in such a situation the teacher should also consider other teaching techniques which might better accomplish her objectives.

A film should achieve four goals:

1. It should formulate the problem or purpose of the film clearly and intelligently.

2. It should be an <u>instructional aid</u> to the teacher and pupils for examining the problem in the context of the lesson plan. It should contribute to the continuity of the lesson plan.

3. It should give the students an opportunity to identify with the problem, its ramifications, and alternative solutions.

4. It should help establish an atmosphere of healthy teacher-pupil relations conducive to classroom discussion of the elements in three (3) above. A good film raises questions and suggests alternatives for the students to discuss.

III. Using the film

A. Classroom setting

To us, a semi-darkened room seemed preferable to a completely darkened room. It permitted the teacher to maintain some control of the students'

behavior when necessary. The pupils themselves learned to set up the projector, run it, and put it away.

B. Preparing for the film

Previewing the film is desirable in order that the teacher can prepare the class for the learning experience.

1. Tell the class a day ahead of time about the film -- its subject, its content, and its relationship to the lesson.

2. Just before showing the film, tell the class what to look for: objectives, special points or persons to observe, and questions with which the film deals.

3. Plan for discussion. Give the students a chance to ask questions and begin the discussion. If they do not, be ready with a few lead questions.

4. Encourage the students to generalize the film to their own experience and resolution of their own dilemmas.

C. Using the film

1. Introduce the film and relate it to the needs and concerns of the students.

2. If the film is brief (or one of the new "single concept" films) show the entire film.

3. "Stop-and-Talk" method. If the film is long (more than ten minutes), show the film scene by scene if interruption is possible without destroying the conceptual integrity of the film. When time permits, it may be useful to show the entire film and then starting at the beginning, show the film in selected scenes or episodes, stopping after each episode for discussion.

4. Discussion may focus on information, attitudes, and/or interest of the students.

When it is the <u>information or cognitive</u> content of the episode that the teacher wants to teach, ask such questions as: Is this the way you understood it or did you think it was different; Is it like this in your experience; How can you relate this new concept to your previous ideas; What other words do you usually hear and use to mean '_____', the term used in the film? Since technical and/or unfamiliar terms can be psychologically threatening as well as fail to communicate information, the teacher can help students translate terms and phrases into vernacular. Legitimizing the use of colloquial terms in classroom discussion will contribute to the educational goals of this curriculum.

<u>To develop desirable attitudes</u> ask questions such as: Do you think people often say this? Is the scene realistic? Did this ever happen to you this way? How does each character feel in this episode? What will happen next? What might happen in the long run to these characters because of the way this episode developed? Do you think it is

right or wrong to deal with such personal matters in this way, and why?

To awaken interest ask: Does the character seem interested in what is happening; what makes him interested? Did you ever think of it that way? What more shall this group do relative to the issues raised in this film?

The advantages of the use of films are that they compel attention, they provide opportunity to study human behavior and interaction from a detached perspective, and they provide a record that can be reproduced any time. Their primary disadvantage as an education technique, is that the class may perceive the movie as undemanding entertainment rather than as a learning medium.

AN ILLUSTRATION

Here is an example of this Stop-and-Talk method.

The film: Human Growth, full color, 20 minutes. Available for rental from most regular film libraries. Available for purchase from E. C. Brown Trust Foundation, P. O. Box 25130, Portland, Oregon 97225. A film guide is available.

Allow about 1 1/2 hours for this presentation. Either arrange one long 1 1/2 hour session or two shorter ones, the first one half an hour long and the second one a full hour long.

STUDENT OBJECTIVES	LEARNING EXPERIENCES/TEACHING METHODS
Believe in the importance of healthy sexuality for developing feelings of	View the film in the regular familiar classroom arranged so that participants can look at one another for discussion, as well as view the screen. The regular teacher rather than a visiting or special instructor should lead the discussion. If two teachers, a man and a woman, can both be present to contribute more or less equally to the discussion, the effectiveness of the learning experience will be enhanced.
Recognize that human sex and reproduction is an acceptable subject for discussion in a normal classroom group of both men and women, adults and adolescents.	Teacher introduces the film briefly, saying that it is about normal growth and development, sex, and reproduction. The room is only semi-darkened, permitting teachers and students to maintain eye contact.
	View the entire film (20 minutes). Operator of the film projector rewinds the film while teacher follows through on the suggestions in the final episode, leading discussion of immediate questions that come from the class and/or asking: What did we learn that was new? Are the situations real? Did these events ever happen to us? Do we like these people? How can we tell whether the teacher knows what she is talking about?
Recognize that human growth and development, including adolescent changes and sexual maturity, are normal and natural discussion topics in the family.	Start film again and view home scene. Stop film as scene changes to classroom. Discuss briefly: Is this scene realistic? Did this ever happen in any of our homes? If Josie and George have been able to talk this way at home, how will they feel about discussing sex in the classroom?
Recognize that our attitudes toward sex, reproduction, and development are related to our experiences at home, at school, and with friends and strangers of both sexes.	Start film again and view classroom scene. Stop film as of baby in playpen begins. Discuss briefly or just refer to: Is this classroom scene realistic? How do these students feel about discussing sex?
Identify scientific, slang, and common vocabulary terms pertinent to discussion of growth, sex, and reproduction.	View film through animation of male genital organs, female genital organs and process of menstruation. Stop at sequence showing differences in size and heights among adolescents.

STUDENT OBJECTIVES	LEARNING EXPERIENCES/TEACHING METHODS
	Develop a discussion of vocabulary terms, evidence of sexual maturity, how we learned about these things, how we feel about them, and what sexual behavior is normal. "Let's check some of that information; when is a boy sexually mature? What are signs of sexual maturity? What is the term we usually hear for nocturnal emissions? When does a boy usually first have wet dreams? At what age does a boy start masturbating (in early childhood or infancy)? When does he first have erections (infancy)? And what does an erection indicate (bladder pressure, physical stress, emotional stress)? What terms do we usually hear for masturbation, erection, penis, testes?"
Recognize that physiological sexuality is significant in more ways than in just heterosexual coitus (for example: that hair and voice changes occur at puberty, that a woman's ordinary sense of well-being is related to her menstrual cycle).	What are common terms for menstruation? What causes menstruation? Can anyone explain the process again, boy or girl? What does it indicate? When does a girl begin menstruating? Besides her menstrual flow, what else does a girl experience with menstruation? (cramps, depression, fatigue, pimples) How much pain and depression is normal? What help can a doctor give? Is the cycle always the same for a girl, and is it the same for all girls? What are common words for uterus, vagina?
Recognize the variety of normal sexual behavior in adolescent and mature experiences.	View the next short sequence of film to animation of sperm breaking through on a cell wall. Answer: What did the film leave out? What are the terms usually heard meaning "Intercourse"? How did we learn about sex and intercourse? How do we feel about the ways we learned? How do we educate each other about these things? How do we feel about talking about sex and intercourse in mixed groups? Why? How would we explain intercourse to a younger boy or girl who asked us?

STUDENT OBJECTIVES	LEARNING EXPERIENCES/TEACHING METHODS
	Does masturbating and homosexual experience spoil a person's chances for normal intercourse and marriage? Do girls masturbate? Why does anyone masturbate? How do people get involved in homosexual relationships? In heterosexual intercourse outside of marriage. View the rest of the film. Follow through with a discussion of the questions asked in the episode and other questions the students have in mind.

FIELD TRIPS

F. Jean Weaver

The field trip is a supervised visit to observe community processes and agencies at work. It is an opportunity for students to experience the reciprocal interdependence of himself as a citizen and the organized community. For this curriculum affective developmental goals as well as cognitive learning or practice were primary purposes for a field trip.

Student objectives which a field trip might serve include:

- going shopping (or dinning in a fashionable restaurant) in order to express satisfaction with your own adequacy as a consumer and buyer.

- to recognize skills that need to be acquired or improved.

- visiting a law enforcement agency to relate previous ideas about law enforcement to a new concept of community service studied in class.

- visiting a social service agency to see how a helping agency relates to client needs.

- to see how welfare services related to long range goals and values.

- attending a community cultural or recreational event (community theater, art exhibit, fair, musical production, holiday celebration, dance, etc.) to develop a conviction that it is possible to share a rewarding, happy community experience.

- visiting a meeting of a citizen action organization to recognize that groups and persons have different goals and standards as well as different resources.

When planning for a field trip, in addition to the usual cautions for carefully arranging the administrative details (personnel, time, procedures, materials, authorization, etc.) the following considerations require the teacher's attention:

- Specify clear learning objectives for the trip and limit each trip to only one major objective or theme.

- Make a preliminary survey of community resources and choose the experiences which will best serve your educational goals; limit the number of places you visit to one or two.

- When the success of the field trip depends upon the staff of the organization you are visiting, develop your plans with the tour director in order to establish goals and procedures which satisfy each of you.

- When the success of the trip depends upon the students' social behavior, prepare in class by demonstrating and practicing appropriate social skills.

The trip consists of three parts: a class period for planning the trip, the trip itself, and a second class period to summarize and evaluate what was seen and learned. In preparation the teacher should clarify the purposes of the trip, raise students' anticipation, and reduce students' anxieties. During the trip the teacher should both help motivate student participationa and evaluate learning by attending and observing student response. The period(s) following the trip should be used to summarize what was seen, specify and clarify learnings, make cognitive relationships between previous ideas and new experiences, and raise questions for further study.

The advantage of the field trip is its versatility; it can be used to arouse interest at the beginning of a unit, to clarify learnings, to culminate a unit, or as a transitional experience relating one unit to the unit which follows. The disadvantage is the student time and teacher planning required; it may take students away from other classes and with incomplete planning it may be a waste of time.

EVALUATION

Evaluation or assessment of programs to teach social and community skills are difficult but very important. The measurement of "progress," "improvement," "growth," or "learning" of these skills requires something more than the traditional search for "right" or "wrong" responses to a paper-pencil test. Evaluation may be concerned with assessment of the student or of the teacher.

Student assessment may involve several dimensions. Six dimensions (1) have been identified by a study of handicapped youth in an on-the-job training program in California:

1. Intellectual Functioning:
   This included estimates of current intellectual functioning (I.Q., M.A. etc.), the efficiency with which intellectual ability was used and levels of conceptual ability.

2. Affective Functioning:
   A description of the trainee's interpersonal relationships with peers, parents and authority figures.

3. Self-Regard:
   How the subject perceived himself, his feelings of adequacy or inferiority, aspirations and degree of insight.

4. Frustration Tolerance:
   This relates to how the trainee deals with persistent life situations with which he is confronted, his tolerance to frustration and ability to mobilize his potential and resources in facing problems.

5. Emotional Disturbance:
   The nature of the trainee's anxieties and defenses, moods, degrees of hostility and and aggressiveness, or passivity and submisseveness.

6. Motivation:
   The nature of his impulses, drives, controls, ability to restore lost control, and ability to accept and fulfill responsibilities.

Intellectual functioning of students can be assessed by a wide range of test available to the school psychologist. Among these may be the Wechseler Adult Intelligence Scale (WAIS), the Peabody Picture Vocabulary Test (PPVT), and in cases of severe involvement the Seguin Form Board of the Grace-Arthur Test. Interpolation of results may be necessary because of chronological age of the students. Assessment of personality functioning is best done by the school psychologist. However, the teacher may be able to distinguish marked variations in personality disturbance among her students or by the same student over a period of time.

An attempt to translate these dimensions into a rating scale was made by F. Jean Weaver. This scale has not been developed and tested in a statistical sense. However, it offers promise for a teacher's perception of the student's growth in the classroom setting.

1. Is the student able to stay with the group and participate in class activity?

Does not participate	Passive Participation	Active participation

2. Is the student able to relate to others? What is the nature of the relationship?

Negative, destructive High conflict, hostility	Uncertain, ambivalent Moderate, sometimes high	Positive, constructive Low conflict, cooperative

3. Is the student able to cope with new situations?

Unable to face new situations. Overreacts to new persons, tasks, or situations.	Meets and faces some new situations.	Readily seeks and copes with new situations.

4. What is the student's attitude toward other persons?

Inconsiderate, exploits and belittles others.	Somewhat considerate. Sometimes indifferent.	Considerate, supportive of others.

5. Is his behavior predictable?

Unpredictable, eratic.	Usually predictable, sometimes reacts in unexpected ways.	Predictable, consistent.

6. Is the student able to help others?

Seldom or never helpful.	Selectively helpful.	Willingly helpful to others.

7. Is the student able to handle his own handicaps and concerns?

Denies his limitations. Uses his handicap to exploit others.	Seeks ways to cope with his handicap. Requires continuous reassurance and help.	Works constructively to cope with limitations imposed by the handicap and feelings about being handicapped.

8. Does the student express a concern for the class as a whole?

Unconcerned about group welfare; hostile; to group needs.	Sometimes seeks group solutions; some concern for group welfare.	Usually or often group oriented: integrative, promotes class solidarity.

9. Does the student demonstrate self confidence?

Little or no self-confidence. Devalues himself.	Shows some self-confidence. Limits frequency or ways of testing his abilities.	Usually shows self-confidence. Willing to risk failures.

10. Does the student display anxiety?

Usually anxious and threatened by daily experiences.	Anxious on some occasions when anxiety is not warranted.	Usually not anxious. Not usually threatened.

11. Is the student motivated toward independent living?

Regressive, seeks to maintain dependency.	Accepts status quo. Avoids experiences related to independent living.	Growth toward independent living.

A more structured measure of student growth is provided by the Pupil Behavior Inventory. (2) It measures the dimensions of: classroom conduct, academic motivation and performance, socio-emotional state, teacher dependence, and personal behavior. The teacher rates the students using evaluations which teachers ordinarily make on a routine basis. The PBI was developed for male students aged eleven and older. It has been used with younger students and with girls.

Typical items in the inventory are: shows initiative, blames others for trouble, disrupts classroom procedures, teases or provokes students, seeks constant reassurance. The manual for administration and scoring of the inventory includes a copy of the inventory which can be reproduced by

transifax or lithograph master. Given on a before-after basis, the PBI would be very helpful in evaluating a student's growth during a term.

The "Self-Social Symbols Tasks" scale developed by Ziller, Long, and Henderson measures several aspects of self-concept. It provides measures of: esteem relative to selected groups of other persons, dependency on parents, teachers, and friends, power relationships, individuation in relation to peers, and closeness to others including parents as a measure of identification. Again, before-after measures would give the teacher an indication of the degree and direction of change in psycho-social development.

Finally, the work of Dr. John Withal, The Pennsylvania State University, provides a measure of the social climate in the classroom. A social emotional climate index has been developed by Withal. The index allows teachers to see the nature of the classroom climates they create in their own classes. Using it, they are able to create more learner-centered categories. Thus teachers can also benefit from a before-after type measure.

Evaluation is a challenge to the teacher -- one has to be brave. However, it is a tool for improved teaching.

1. Rothstein, J. R. and others. Report of special on-the-job training demonstration project for mentally retarded youth and adults. San Mateo, Calif.: Children's Health Home for Mentally Retarded Children and Adults, Inc., 1965.

2. Vinter, R. D. and others. Pupil behavior inventory. Ann Arbor, Michigan: Campus Publishers, 1966. Address: 711 North University Ave., Ann Arbor, Mich. 48108.

3. Ziller, R. C., Long, B. H., Henderson, E. H. Self-Social Symbols Tasks. For information about the test write Dr. Ziller, School of Education, University of Oregon, Eugene, Oregon.

4. Withal, J. Learning and classroom climate, in E. R. Fagan (ed.) English and the disadvantaged. Scranton, Penna.: International Textbook Co., 1967, (paperback).

Books -- Teachers

The following books are of general help to teachers.

Abraham, W. The Mentally Retarded Child and Educational Films. Chicago: Coronet Films, 1966.
An elementary discussion of the use of films in classes for the retarded.

Calderwood, Deryck, Kidder, E. and Smith, E. Family Life Education for Adolescent Youth and their Parents. Mimeo.
A working guide to a family life education course for parents and their eighth and ninth grade boys and girls in Seattle, Washington. Mr. Calderwood now is on the staff of SIECUS, 1855 Broadway, New York, N. Y. 10023. $1.00

Charney, Leon and LaCross, E. The Teacher of the Mentally Retarded. New York: The John Day Co., 1965.
A guide to careers in special education challenges, demands, and rewards. Guide to all those who are interested in a career in teaching retarded children.

Free, Anne R. Social Usage. New York: Appleton-Century-Crofts, 1960.
A general discussion of etiquette.

Goldstein, Herbert. The Illinois Plan for Special Education of Exceptional Children. A Curriculum Guide for Teachers of the Educable Mentally Retarded. Danville, Ill.: The Interstate Printers, n.d.
A comprehensive, flexible, and realistic curriculum guide developed by teachers in special education.

Gootzeit, Jack M. A Handbook for Personal Adjustment Training for Workshops Serving the Mentally Retarded. New York: National Association for Retarded Children, 1964. $1.00.
An elementary introduction to aspects of personal adjustment including: physical adjustment to work, work habits, personal and interpersonal factors related to work.

Haring, Norris G. and Phillips, E. Lakin. Educating Emotionally Disturbed Children. New York: McGraw Hill, 1962.
Stresses a structured approach to teaching the emotionally disturbed.

Hastings, Grace and Schultz, Ann. Techniques for Effective Teaching. Department of Home Economics, NEA: Washington, D. C.

A summary for each of the popular teaching techniques tells how to use it, when to use it, its advantages, and its disadvantages. A bargain investment for any teacher's time (40 pages) and money (75¢ from National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.).

Johnson, Eric W. Love and Sex in Plain Language. Philadelphia: Lippincott, 1965. Paperback edition. Bantam Books, Inc. HP 4099. 60 cents.
For junior high school students. Excellent.

Jones, Anna May. Vocational Orientation Toward A Rewarding Life. New York: New York University Printing Office, 1965.
A guide for coordinating vocational orientation with the curriculum.

Kolstoe, O. P. and Frey, R. M. A High School Work-Study Program For Mentally Subnormal Students. Southern Illinois University Press, 1965.

Long, Nicholas J., Morse, William C. and Newman, Ruth G. Conflict in the Classroom. Belmont, Calif. Wadsworth Publishing Co., 1965.
Deals with the education of emotionally disturbed children. Part I describes how it feels to be emotionally disturbed using characters from novels and short stories. Each case is followed by a brief interpretation. This section is especially valuable for beginning teachers.

May, Elizabeth E., Waggoner, N. R. and Boettke, E. M. Homemaking for the Handicapped. New York: Dodd, Mead & Co., 1966.
A resource book in home management for the physically handicapped and for professional personnell concerned with rehabilitation.

Minnesota Council on Family Relations, Family Life Literature and Films: An annotated bibliography, 1967.
A superior guide to books, pamphlets, films, film strips, records, tapes, and curriculum guides in family life education. Available from: National Council on Family Relations, 1219 University Avenue, S. E., Minneapolis, Minn. 55414.

McNeil, Elton B. and Morse, William C. "The Institutional Management of Sex in Emotionally Disturbed Children." American Journal of Orthopsychiatry, 34 (January 1964), 115-124.
Describes various forms of sexual expression and ten typical adult reactions to sexuality.

Noar, Gertrude. Teaching the Disadvantaged. Washington: National Education Association, 1967. 25¢

A concise summary of current research findings helpful to the classroom teacher. Topics discussed are: Who are the disadvantaged? What disadvantaged children are like, and what teachers can do for disadvantaged students.

Reiff, Florence M. Steps in Home Living. Peoria, Ill.: Charles A. Bennett, 1966.

Robinson, Halbert B. and Nancy M. The Mentally Retarded Child. McGraw-Hill, 1965.
An excellent textbook. Part 6, "Education, Psychotherapy, and Special Problems" is especially pertinent to this guide.

SIECUS Study Guides. 1. Sex Education; 2. Homosexuality; 3. Masturbation; 4. Characteristics of Male and Female Sexual Responses; 5. Premarital Sexual Standards.
Excellent study and discussion guides. 50 cents each. Quantity discounts. Sex Information and Education Council of the U. S., 1855 Broadway, New York, N. Y. 10023.

Somerville, Rose M. Family Insights Through the Short Story: A guide for teachers and workshop leaders. New York: Columbia University, 1964.
Stories and ways of using them in family studies. Stories and discussion themes are given for major content areas of family study including: adolescents and young adults, dating and mate selection, sex standards, marital adjustment, and changing roles.

Younie, W. J. Instructional Approaches to Slow Learning. New York: Teachers College, Columbia University, 1967.
An excellent guide to teaching slow learners. Special features include material on subject matter, teaching materials, and a basic reference list.

Books -- Students

The following books are of general help to students with lower reading abilities than encountered in the usual high school class. We wish to thank Mrs. Joyce Post, Reader Development Program, The Free Library of Philadelphia, 311 N. 20th St., Philadelphia, Pennsylvania for assistance in compiling this listing. PIVOT, the newsletter of the Reader Development Program is helpful in keeping abreast of new materials.

1. Self

Anonymous. How to Understand Yourself and Others. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical guide to personality development. 8th grade.

Cooper, W. M. and Ewing, Vivian C. How to Get Along on a Job. New York: Holt, Rinehart and Winston, Inc., 1966. Price $2.08.
This book presents in story form 38 different situations which may arise in holding a job. 4th grade.

Dare, Beatrice and Wolfe, E. J. Taking Stock. (plus instructor's book). Chicago: Follett Publishing Co., 1966. Price $2.19.
A short discussion guide to one's traits and discovering whether they are likable or dislikable. 3rd to 4th grade.

Dare, Beatrice and Wolfe, E. J. You and They. (plus instructor's book). Chicago: Follett Publishing Co., 1965. Price $2.19.
A discussion oriented guide to understanding one's personality. 3rd to 4th grade.

Dare, Beatrice and Wolfe, E. J. You and Your Needs. (plus instructor's book). Chicago: Follett Publishing Co., 1965-66. Price $2.19 for the set.
A short discussion guide to the needs of the body and the need for attention and to achieve. 3rd to 4th grade.

Knott, B. They Work and Serve. Austin, Texas: Steck-Vaughn Co., 1967. Price $1.65.
Stories of workers in eleven different jobs, each of whom goes beyond his regular call of duty to help another person. 4th to 5th grade.

Lasher, W. K. How to Get a Better Job. (4th edition). Chicago: American Technical Society, 1964. Price $2.95.
The author concentrates mostly on the qualities looked for in a good worker and touches very briefly on finding job opportunities, application forms and interviews. 7th to 8th grade.

Turner, R. H. The Friends You Make. Chicago: Follett Publishing Co., 1962. Price $ .75.
23 lessons for the teenager telling a complete story in which relationships between people is the primary consideration. Reading comprehension is also developed. 5th to 6th grade.

Turner, R. H. The Person You Are. Chicago: Follett Publishing Co., 1962. Price $ .75.
23 lessons for the teenager telling a complete story in which personality development is the primary consideration. Reading comprehension is also developed. 5th to 6th grade.

Whaley, R. F. Health for Happiness. Austin, Texas: Steck-Vaughn Co.
Describes everyday health problems and ways to solve them. 5th to 6th grade.

2. Community

Bolinger, Willeta R. You and Your World. Palo Alto: Fearon Publishers, 1964.
A workbook covering several topics including: you, your family, your neighborhood, your school, your city, your country, etc. Some topics are treated imaginatively, others are treated a bit pedantically.

Bright, Emma L. and Mitchell, Eva C. Home and Family Life Series. New London, Conn.: Arthur C. Croft Publications, 1949. (4 books). Price $3.20.
The titles of the four readers are: 1. A day with the Brown family. 2. Making a good living. 3. The Browns at school. 4. The Browns and their neighbors. 0 to 2nd grade.

Cass, Angelica W. Live and Learn. New York: Noble and Noble Publishers, 1962. Price $2.13.
The stories and materials are built around experiences that the readers encounter in their daily community life. There is also a section on becoming a United States citizen. 3rd grade.

Crabtree, Arthur P. You and The Law. New York: Holt, Rinehart and Winston, Inc., 1964. Price $2.48.
Simplified versions of the law. Concerned with legal history, family transactions, landlord and tenant, insurance, civil wrongs, etc. Also, an eight-page glossary of legal terms. 7th to 8th grade.

Dare, Beatrice F. and Wolfe, E. J. You Are Hereditary and Environment. (plus instructor's book). Chicago: Follett Publishing Co., 1965. Price $2.19 for the set.
A discussion oriented presentation of how hereditary and environment affect one's personality development. 3rd to 4th grade.

Matyas, Rudolph. I Live in Many Places. Ebensburg, Penna: Mafex Associates, Inc., 1963.
Information regarding the community and its resources. Suggestions for further units on government (local, county, state, federal).

Turner, R. H. The Town You Live In. Chicago: Follett Publishing Co., 1962. Price $ .75.
23 lessons for the teenager telling a complete story in which city living is the primary consideration. Reading comprehension is also developed. 5th to 6th grade.

3. Family

Anonymous. Bringing Up Your 3 and 4 Year Olds. Philadelphia: School District, 1965. Price free.
Very simply written hints on communication, behavior, play, family life, trips, health, safety and other experiences in raising children of these ages. 4th grade.

Anonymous. The ABC's of Child Safety. Greenfield, Mass.: Channing L. Bete Co., 1966. Price $ .25.
A short, informal, practical presentation on inflation and what can be done about it. 3rd grade.

Cass, Angelica W. Your Family and Your Job. (2nd Ed.) New York: Noble and Noble Publishers, 1966. Price $1.28.
Although basically a language text, each short selection presents some phase of everyday adult living. There are exercises at the end of each selection.

Goss, Jocelyn P. The Thomases Live Here. New York: Holt, Rinehart and Winston, Inc., 1965. Price $2.36.
A story of a rural family. 4th grade.

Laubach, F. C. and Hord, Pauline J. A Door Opens. New York: Macmillan Co., 1963. Price $1.25
Hill family has difficulty making ends meet. Book is jam-packed with examples of coping with everyday experiences, such as buying on credit, setting a table, describing a post office, etc.

Laubach, F. C. and Hord, Pauline J. Going Forward. New York: Macmillan Co., 1963. Price $1.00.
A continuation of the story of the Hill family. 6th to 7th grade.

Lawson, G. D. Better Living. 9488 Sara St., Elk Grove, California.
Covers moral education and education for marriage and parenthood.

Morris, Phyllis D. Life with the Lucketts. New York: Holt, Rinehart and Winston, Inc., 1965. Price $2.36.
This is the story of the Lucketts, a family who lives in the city. 4th grade.

O'Connor, Grace. Helping Your Children. Austin, Texas: Steck-Vaughn Co., n.d.
Information about the physical, social, and psychological needs of children. 4th to 5th grade.

Turner, R. H. The Family You Belong To. Chicago: Follett Publishing Co., 1962. Price $ .75.
23 lessons for the teenager telling a complete story in which family relationships is the primary consideration. Reading comprehension is also developed. 5th to 6th grade.

4. Independent Living

Anonymous. Guidelines for Homeseekers. Philadelphia: Commission on Human Relations, n.d. Price free.
Provides technical information to make a wise and satisfying investment, plus those laws protecting the family's right to select the house and neighborhood in which it wishes to live. 7th and 8th grade.

Agricultural Extension Service. The Family in a Money World: Materials and Study Guide. St. Paul: University of Minnesota, no date.
Part 1, Financing Family Goals; Part 2, Saving and Investing; Part 3, Credit.

Cass, Angelica W. How to be a Wise Consumer. New York: Oxford Book Co., 1959. Price $1.65.
A practical guide to purchasing everyday merchandise. 3rd to 4th grade.

Dare, Beatrice and Wolfe, E. J. You and Your Pay. (plus instructor's book). Chicago: Follett Publishing Co., 1967. Price $2.19.
A short, simple discussion guide to getting, spending and increasing your pay. 3rd to 4th grade.

Goble, Dorothy Y. You and Your Money. Austin, Texas: Steck-Vaughn Co., n.d.
Describes good practices in consumer buying and money management. 3rd to 4th grade.

House, Clarion. Paycheck, What Mike, Ralph and Lou Learned About Their Take Home Pay. (plus instructor's book). Chicago: Follett Publishing Co., 1967. Price $2.19 for set.
A very informative and thorough explanation, with exercise, of the deductions taken from paychecks. 5th to 6th grade.

Institute of Life Insurance. Making the Most of Your Money. New York: Institute of Life Insurance, 1967.

Lessons in buying used cars, food, credit, and wedding plans.

Kahn, C. H. and Hanna, J. B. Using Dollar and Sense. 828 Valencia St., San Francisco: Fearron Publishers.
Uses buying, figuring a salary, savings, budget, etc., to teach practical multiplication and division concepts.

Lawson, G. D. Every Day Business. 9488 Sara St., Elk Grove, California. (paper W. B.)
Includes work on banking, buying, income tax, insurance, budgeting. An overview of common adult activities. Developed for the mentally retarded.

Matyas, Rudolph, et al. Pete Saves the Day. Ebensburg, Penna: Mafex Associates, 1962.
A student activity book regarding employment and occupational information, job application, credit card, payroll data, social security, etc.

Michelangelo, Regis and Travis, John. The Old Shoe Mystery. Ebensburg, Penna: Mafex Associates, 1963.
Family living and management problems: food, shelter, clothing, savings, etc.

Neisser, Edith C. The Many Faces of Money. New York: Human Relations Aids, 1958.
The emotional meaning of money and its use.

Rosenfeld, Jeannette B. and Cass, Angelica W. Write Your Own Letters, Simple Letters For Adults. (2nd edition). New York: Noble and Noble Publishers, 1964. Price $1.08.
The parts of social and business letters are explained and many samples of each are given. There is also a section filling out such forms as the various banking forms, telegrams, change of address cards, etc. 2nd to 4th grade.

Spitze, H. T. and Rotz, P. We Are What We Eat. Austin, Texas: Steck-Vaughn, n.d.
A "worktext" about meal planning, selection and preparation of food, and shopping. 3rd to 4th grade.

Toyer, Aurelia. Get Your Money's Worth. New York: Holt, Rinehart, and Winston, Inc., 1965. Price $2.64.
Using a story form, practical information is given on finding and furnishing an apartment, saving, interest, credit buying, charge accounts, budgeting, types of stores, food buying and nutrition, clothing, medical and insurance provisions, consumer protection, buying a car and many other useful topics. 4th grade.

Xerox. Consumer Education Series. (5 books plus group leader's guide). New York: Xerox Corp., 1967. Price $4.25 for set.
The titles of the five books which are simple programmed books with cartoon type illustrations are: 1. Dress well for little money. 2. Refunds and exchanges. 3. Buying appliances. 4. What's good furniture. 5. Be sharp! Don't be cheated. 6th to 7th grade.

5. Jobs

Appleton, P. John the Second Best Cook in Town. St. Louis: McGraw-Hill Book Co., 1966. Price $1.20.
Job facts about food service occupations are described in this story of John. 4th grade.

Asherman, B. Frank the Vending Machine Serviceman. New York: McGraw-Hill Book Co., 1967. Price $1.20.
Job facts about vending machine serviceman are described in this story of Frank. 4th grade.

Borisoff, Norman. Carmen the Beautician. New York: McGraw-Hill Book Co., 1967. Price $1.20.
Job facts about beauticians and hairdressers are described in this story of Carmen. 4th grade.

Borisoff, N. Ned the Taxicab Driver. New York: McGraw-Hill Book Co., 1967. Price $1.20.
Job facts about taxi drivers are described in this story of Ned. 4th grade.

Borisoff, N. Nick the Waiter. New York: McGraw-Hill Book Co., (Webster Division), 1966. Price $1.20.
Job facts about waiters are described in this story of Nick. 4th grade.

Chase, Cynthia and Elmore, P. Ginny the Office Assistant. New York: McGraw-Hill Book Co., 1967. Price $1.20.
Job facts about office assistants are described in this story of Ginny. 4th grade.

Dare, Beatrice F. and Wolfe, E. J. Getting that Job. Chicago: Follett Publishing Co., 1966. Price $2.19.
A short, simple discussion guide to hunting for a job, getting ready for an interview and landing a job. 3rd to 4th grade.

Dare, Beatrice F. and Wolfe, E. J. Keeping that Job. Chicago: Follett Publishing Co., 1967. (plus instructor's book). Price $2.19 for the set.
A short, simple discussion guide to starting a new job right, keeping or losing a job and staying with the job. 3rd to 4th grade.

Dare, Beatrice and Wolfe, E. J. You and Your Occupation. (plus instructor's book). Chicago: Follett Publishing Co., 1966. Price $2.19 for set.
A short simple discussion guide to deciding which is the best type job for you, what you can offer the world of work and what it can offer you. 3rd to 4th grade.

Deitz, Susan M. The Correct Waitress. New York: Ahrens Book Co., 1952. Price $1.25.
A practical manual for waitresses. 6th to 7th grade.

Dogin, Yvette. Help Yourself to a Job. (two parts). Minneapolis: Finney Co., 1965-67. Price $3.00 for the set.
A very comprehensive workbook for job training classes. The first lesson is entitled "Why work?" and these progress until near the end of Part II there are lessons like "Labor or trade unions." 5th to 6th grade.

Dubnick, Phyllis. A Job for You. Austin, Texas: Steck-Vaughn Co.
Ways to locate and take advantage of job opportunities. 5th to 6th grade.

Eisedrath, C. Keep it Clean, Dry Cleaning Assistant. New York: McGraw-Hill Book Co., 1967. Price $1.20.
Job facts about dry cleaners are described in this story of Tom. 4th grade.

General Motors. We Drivers. (revised edition). Detroit: General Motors Corp., 1963. Price free.
A series of brief discussions on driving, dedicated to the safety, comfort and pleasure of the motoring public. 7th to 8th grade.

Goodman, B. Pete the Service Station Attendant. St. Louis: McGraw-Hill Book Co. (Webster Division), 1966. Price $1.20.
Job facts about service station attendants are described in this story of Pete. 4th grade.

Granbeck, Marilyn. Finding Your Job Workbook. (revised edition). Minneapolis: Finney Co., 1967. Price $1.50.
Although there are lessons on general topics like application blanks, promptness, etc. the book's greatest use would be to learn more about specific jobs. 4th to 5th grade.

Kipniss, Jean. Judy the Waitress. St. Louis: McGraw-Hill Book Co., 1966. Price $1.20.
Job facts about waitresses are described in this story of Judy. 4th grade.

Lerner, Lillian and Moller, Margaret. Anita Powers, office worker. Chicago: Follett Publishing Co., 1967. Price $1.23.

Information on a career as an office worker is given along with numerous checks for reading comprehension and language. There are many helpful illustrations and a brief glossary of business and accounting terms. 4th to 6th grade.

Lerner, Lillian and Moller, Margaret. Marie Perrone, Practical Nurse. Chicago: Follett Publishing Co., 1965. Price $1.23.

Information on practical nursing is given along with numerous checks for reading comprehension and language. There are many helpful illustrations and a brief glossary of nursing terms. 4th to 6th grade.

Lerner, Lillian and Moller, Margaret. The Millers and Willie B., Butcher, Baker, Chef. Chicago: Follett Publishing Co., 1965. Price $1.23.

Information on these good occupations is given along with numerous checks for reading comprehension and language. There are many helpful illustrations and a brief glossary of technical terms. 4th to 6th grade.

Moller, Margaret and Lerner, Lillian. Helen Greene, Department Store Worker. Chicago: Follett Publishing Co., 1967. Price $1.23.

Information on a career in retailing is given along with numerous checks for reading comprehension and language. There are many helpful illustrations and a brief glossary of sales terms. 4th to 6th grade.

Pfeiffer, W. B. and Voegele, W. O. The Correct Maid for Hotels and Motels. New York: Hayden Book Co., 1965. Price $1.40.

A practical manual for maids. 5th to 6th grade.

Turner, R. H. The Jobs You Get. Chicago: Follett Publishing Co., 1962. Price $ .75.

23 lessons for the teenager telling a complete story in which the obtaining of jobs is the primary consideration. Reading comprehension is also developed. 5th to 6th grade.

Turner, R. H. The Money You Spend. Chicago: Follett Publishing Co., 1962. Price $ .75.

23 lessons for the teenager telling a complete story in which money management in day to day living is the primary consideration. Reading comprehension is also developed. 5th to 6th grade.

Channing L. Bete Series

About Baby Sitting. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical presentation on the business of baby sitting. 8th grade.

A Clean House Prevents Fire. Greenfield, Mass.: Channing L. Bete Co., 1966. Price $ .25.
A short, informal, practical checklist for preventing home fires. 8th grade.

Any Fire Traps in Your Home? Greenfield, Mass.: Channing L. Bete Co., 1966. Price $ .25.
A short, informal, practical fire prevention checklist. 8th grade.

Going to Buy a Car? Greenfield, Mass.: Channing L. Bete Co., 1966. Price $ .25.
A short, informal, practical presentation of the things to consider before buying a car. 8th grade.

How to Buy a Home. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical presentation of the things to consider before buying a home. 8th grade.

How to Put Your Money to Work. Greenfield, Mass.: Channing L. Bete Co., 1956. Price $ .25.
A short, informal, practical presentation of the common stock ownership. 8th grade.

What Everyone Should Know About Checking Accounts. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical presentation of the types of checking accounts and how they work. 8th grade.

What Everyone Should Know About Electric Safety. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical guide to maintaining electric safety. 8th grade.

What Everyone Should Know About First Aid. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $.25.
A short, informal, practical guide to administering first aid. 8th grade.

What Everyone Should Know About Health Insurance. Greenfield, Mass.: Channing L. Bete Co., 1962. Price $ .25.
A short, informal practical presentation of kinds and coverage of health insurance. 8th grade.

What Everyone Should Know About Hospitals. Greenfield, Mass.: Channing L. Bete Co., 1959. Price $ .25.
A short, informal, practical presentation of hospital services and costs. 8th grade.

What Everyone Should Know About Money and Banking. Greenfield, Mass.: Channing L. Bete Co., 1966. Price $ .75.
A short, informal, practical presentation of the idea of money and the system of banking. 8th grade.

What Everyone Should Know About Physicians. Greenfield, Mass.: Channing L. Bete Co., 1966. Price $ .25.
A short, informal, practical guide to how to become a physician and what they do. 8th grade.

What Everyone Should Know About Plumbing and Plumbing Contractors. Greenfield, Mass.: Channing L. Bete Co., 1966. Price $ .25.
A short, informal, practical presentation on the importance of good plumbing and how to obtain it. 8th grade.

Why Vote, The ABC's of Citizenship. Greenfield, Mass.: Channing L. Bete Co., 1966. Price $ .25.
A short, informal, practical presentation of why and how to vote. 8th grade.

Work and You. Greenfield, Mass.: Channing L. Bete Co., 1966. Price $ .25.
A short, informal practical presentation of our economic and profit systems. 8th grade.

You and Your Car. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical presentation on owning and driving a car. 8th grade.

More for Your Money Via Money Management. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical guide to money management. 8th grade.

Ooooow and You, Some House Traps and How to Avoid Them. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical checklist of potential danger areas in homes. 8th grade.

Social Security and You. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical presentation of the highlights of the Social Security Act for employees and retirees. 8th grade.

The ABC's of Inflation. Greenfield, Mass.: Channing L. Bete Co., 1963. Price $ .25.
A short, informal, practical presentation on inflation and what can be done about it. 8th grade.

32 Ideas for Improving Your Home. Greenfield, Mass.: Channing L. Bete Co., 1966. Price $ .25.
A short, informal, practical checklist for homeowners. 8th grade.

To Keep or Not To Keep. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical guide to what belonnings to keep and not to keep. 8th grade.

Your Best Years. Greenfield, Mass.: Channing L. Bete Co., 1967. Price $ .25.
A short, informal, practical guide to planning for retirement. 8th grade.

Portal Press Series: Springboards Reading Program

Luis Makes New Sports Rules. New York: Portal Press, 1966. Price $ .20.
Luis, a Puerto Rican, saved his money and now at the age of 18 owns his own pizza palace. He gives free thoughts to his customers and here suggest strange, amusing ways to everyday games. 6th grade.

Luis, The Good Citizen. New York: Portal Press, 1966. Price $ .20.
Luis tells how he won a citizenship award and encourages his customers to think of how they can become better citizens. 6th grade.

Mara Stops a Thief. New York: Portal Press, 1966. Price $ .20.
Mara, a blind girl, works overtime and prevents a former employee from stealing thousands of dollars from the company. 6th grade.

Mara the Blind Girl. New York: Portal Press, 1966. Price $ .20.
Mara takes her first job as a typist. Her work is good and a jealous employee tries to frame her, but is discovered by Kelly, Mara's best friend. 6th grade.

Nick and the Gang. New York: Portal Press, 1966. Price $ .20.
Nick uses his head and prevents an unnecessary war between his gang and another. 6th grade.

Audio-Visual Aids

A listing of films helpful to teachers of handicapped children. The films may be obtained from:

PSU The Pennsylvania State University
Audio-Visual Services, University Park, Penna. 16802

NYU New York University Film Library
26 Washington Place, New York, New York 10003

Before ordering films review the suggested use of films with handicapped groups discussed by F. Jean Weaver in this curriculum guide.

el = elementary level
jh = junior high
sh = senior high
c = college
a = adult

A. Self

Act Your Age. 131-5. 15 min. jh-sh-c-a. $3.70.
Offers method of self-evaluation to help overcome social handicaps that come with inability to grow up -- temper, weeping, sensitiveness, etc. Gives insight into the students' own behavior. 1949. PSU.

Adolescence. 31048. 30 min. sh-c-a.
Different attitudes of a group of young people. The example of the adult is in a large part responsible for the development of the teenager. PSU.

Age of Turmoil. 136.73-5. 20 min. sh-c-a. $5.00.
Shows the emotional turmoil characteristic of the age group between 13-15. 1953. PSU.

Alice, A High School Junior. 20682. 22 min. c-a. $5.00.
Record of a typical day in a student's school life. PSU. Other films in the series describe a fifth grader, an eighth grader, and a second grader.

Are Manners Important? 395-7. 11 min. el-jh. $2.50.
Good manners enable people to live together. 1954. PSU.

Beginnings of Conscience. 301-6. 16 min. sh-c-a. $3.70.
The social conscience of an adult is traced back to his socialization as a child. 1957. PSU.

Borderline. 136.73-8. 27 min. c-a. $6.00
This story of a teenage girl points up some of the problems of emotional adjustment confronting many adolescents. 1955. PSU.

Character Development Series. Filmstrips.

The Boys Build a Business.	(Reliability)
Tom Misses a Picnic.	(Obedience)
Tommy Tries to Help.	(Helpfulness)
Paul Tries a Smile.	(Cheerfulness)
Larry Learns Respect.	(Respect for property)
Jack Joins the Team.	(Loyalty)

Sale price, $6.00 each. $36.00 complete set. International Film Bureau, 332 S. Michigan Ave., Chicago, Ill. 60604.

Children Growing Up with Other People. 136.7-19. 23 min. c-a. $5.00.
Uniqueness and the problem of adjusting to others. PSU.

Children Learning by Experience. 136.7-20. 31 min. c-a. $7.00.
With readiness, children want to learn through imitation and imaginative play. 1946. PSU.

Children's Emotions. 157-1. 22 min. c-a. $5.00.
Causes and characteristics of emotional responses; suggested approaches to situations. Happiness can be child's natural element. 1950. PSU.
Gives insight into child rearing techniques. Helps to understand children better. Preparation for future adult roles. Old film.

Developing Self-Reliance. 371.42-5. 11 min. jh-sh. $2.50.
Self-reliance may be developed by assuming responsibility, being informed, knowing where you are going, and making your own decisions. 1951. PSU.

Discipline During Adolescence. 136.73-14. 16 min. c-a. $3.70.
Discusses the question of how much discipline is good for adolescents. 1957. PSU.

Don't Get Angry. 131-15. 131-15. 12 min. jh. $3.00.
Discusses anger as a natural emotion. 1953. PSU.

Emotional Maturity. 136.73-12. 20 min. sh-c-a. $4.50.
Consequences of a high school boy's immature behavior. 1958. PSU.

Farewell to Childhood. 131-9. 23 min. sh-c-a. $5.00.
The story of a normal teenager with the swift emotions and uncertainties of adolescence. 1952. PSU.

Good Grooming Series.
Aspects of good grooming for teenage girls. 1961. PSU.

1. Hair Care.	20030.	13 min.	jh-sh.	$5.00
2. Make-Up.	20032.	11 min.	jh-sh.	$4.00
3. Posture.	10014.	9 min.	jh-sh.	$4.00
4. Wardrobe.	20031.	14 min.	jh-sh.	$5.00

The Griper. 177-11. 12 min. jh-sh. $2.50.
Problems of a teenage boy who continually complains and finds fault at home and at school. 1954. PSU.

Heredity and Family Environment. 575.1-2. 9 min. sh-c-a. $2.50.
Illustrates roles of heredity and environment and how they mesh in actual living. 1955. PSU.

Kid Brother. 30652N. 27 min. sh-c-a. $5.50.
Tells the story of Phil, a "normal" teenager who disgraces himself by getting drunk at his brother's engagement party. The film indicates some of the emotional problems of adolescence and the futility of trying to solve them by a form of self-destruction. Emphasized is the need for real understanding of the emotional crises of adolescence. 1957. PSU.

Making Friends. 177-14. 11 min. $2.50. PSU.

Miguel. 10 min. sh-c. $5.00.
A young Puerto Rican boy rebels against his background and tries to escape his environment. NYU.

Parents are People Too. 173-7. 15 min. jh-sh-c-a. $3.70.
Discusses adolescent feelings of resentment against authority and emphasizes the role of the parent, the teacher and the adolescent himself in resolving differences. 1955. PSU.

Personal Health for Girls. 613-9. 11 min. jh-sh. $2.50.
Shows daily cleanliness habits. 1952. PSU.

Personal Hygiene for Boys. 613-10. jh-sh. $2.50.
Stresses cleanliness with special emphasis on complexion. 1952. PSU.

Personality Development Series. Filmstrips.

Janet Finds a Friend.	(Friendliness)
Michael Finds a Better Way.	(Cooperation)
Andy Cleans Up.	(Cleanliness)
Linda Learns About Courage.	(Courage)
Ellen Earns a Bicycle.	(Thrift)

Sale price, $6.00 each. $36.00 per set. International Film Bureau, 332 S. Michigan Ave., Chicago, Ill. 60604.

Riff '65. 12 min. sh-c. $6.00.
A subtle, poetic documentary of an American Indian boy living in Harlem. Provides a sensitive, tough, but poignant look at a pitifully alienated youngster. First Prize, 1966 National Student Film Awards, Lincoln Center. NYU.

Shy Guy. 136.7-4. 13 min. jh-sh. $3.70.
Dramatizes problem of adjusting to new surroundings. 1948. PSU.

The Teens. 136.73-7. 26 min. c-a. $6.00.
Normal behavior of three teenagers in the everyday life of an urban middle-class family. 1957. PSU.

Who's Running Things? 301.15-9. 6 min. jh-sh. $2.50.
Do you follow your elected leader or do you overrule him? 1955. PSU.

B. Community

A Morning for Jimmy. 25 min. Free loan.
A Negro boy encounters discrimination while seeking a part-time job. Through his teacher's wise counsel and visits with Negroes successfully employed in their chosen field, Jimmy learns a lesson of hope for the future. National Urban League, 14 E. 48th Street, New York, N. Y. 10017

A Very Special Day. 20766. 19 min. color. el-jh-sh-c-a. $7.20.
Tom, in spite of the ridicule of his friends, cares for a lost five-year-old and is pleased with an unexpected reward. 1968. PSU.

The Big City. 352-4. 25 min. sh-c-a. $5.50.
Services provided by municipal government of St. Louis to its citizens during a 24-hour period. 1956. PSU.

Community. 60080. 60 min. sh-c-a. $11.50.
Evaluation of the cultural, educational, religious, and physical aspects of America's cities and towns. 1967. PSU.

The Drop-Out. 30553. 29 min. c-a. $5.50.
How a community through remedial reading and work experience programs tackles the problems of young people who leave high school without graduating. 1964. PSU.

Eskimo River Village. 20044. 12 min. jh-sh-a.
Typical inland Eskimo village, showing home, school, church, and social activities. 1964. PSU.

The Ghetto Pillow. 20701. 21 min. color. jh-sh-c-a. $7.20.
Samuel Rothbort's water colors depict his memories of a ghetto -- the births, the weddings, the synagogue, the courtships, the holidays, and daily life. 1967. PSU.

Hutterites. 30546. 28 min. sh-c-a. $6.00.
Nature of community life in a Canadian Hutterite colony. 1964. PSU.

Individual. 60076. 60 min. (2 reels). sh-c-a. $11.50.
Problem of the individual in a complex society. PSU.

Jamie: The Story of a Sibling. 28 min. $5.50.
Jamie is ten years old, an age when it hurts if you fail to win a parent's approval. 1965. PSU.

Just Like Me. 10057. 8 min. el. $4.00.
Significance of individual differences and the value of being an individual. 1961. PSU.

Life in a Coal Mining Town. 622-3. 11 min. el-jh-a. $2.50.
Patterns of family living around mining. 1956. PSU.

Make Way for Youth. 362.7-3. 22 min. sh-c-a. $4.60.
A dramatic documentary film on youth participation in community affairs. 1948. PSU.

A Nation of Spoilers. 10335. 11 min. color. el-sh-jh-c-a. $4.00.
Most kinds of vandalism; reasons why people deface public property and litter the countryside. 1967. PSU.

National Health Test Part I: Communicable and Degenerative Diseases. 31183. 30 min. jh-sh-c-a. $6.00.
Covers home care, the common cold, cancer, heart disease, stroke, tuberculosis, and immunity. Questions and answers concerning these diseases. PSU.

National Health Test Part II: Reproduction and Birth. 31184. 11 min. jh-sh-c-a. $2.50.
Questions about abortion laws, reproductive process, the sex act, sex hygiene, and venereal disease. PSU.

National Health Test Part III: Mental Health, Alcohol, Narcotics. 31185. 11 min. jh-sh-c-a. $2.50.
Questions relating to mental health in general. Specific questions on alcoholism and narcotics addiction. PSU.

National Health Test Part IV: Nutrition and Diet. 31186. 26 min. jh-sh-c-a. $5.50.
Role of exercise in physical fitness; nutrients needed for a balanced diet; dental health; poison and proper first aid treatment, relation between body mass and amount of poison to cause harm or death. PSU.

Neighbors. 301.15-6. 9 min. color. jh-sh-c-a. $3.75.
Parable of two men who, after living side by side peaceably, destroy each other over possession of a flower that one day grows on their property line. 1953. PSU.

The Old Order Amish. 917.48-2. 32 min. sh-c-a. $11.20.
Origins, habits, life objects of the Amish. PSU.

Our Community. 323-35-5. 11 min. el. $2.50.
How members of a community serve each other. 1952. PSU.

Our Country, Too. 31096. 30 min. sh-c-a. $6.00.
Inner world of the American Negro -- his values, attitudes, and impressions of life. Interviews at various places. From the History of the Negro People series. 1966. PSU.

The Run from Race. 29 min. jh-sh-c-a. $6.00.
Life and problems in a Negro community in Philadelphia. Negroes -- a minister, a university professor, a real estate salesman, and a housewife -- discuss the race and status story. The shambles of the colored center is set against the spanking new town houses. The program asks the critical questions -- why do some stay when a neighborhood begins to integrate? Why do some run? 1964. PSU.

Step by Step. 20 min. sh.
Deals with juvenile delinquency in a city neighborhood. Information from: International Film Bureau, 332 S. Michigan Ave., Chicago, Ill. 60604.

A U.S. Community and Its Citizens. 323.35-3. 30 min. el-jh. $4.50.
History, food and water supplies, raw materials, industries, and local government in action show interdependence of people. 1945. PSU.

What is Normal? 31139. 30 min. sh-c-a. $6.00.
Reactions of a young man, his family, and his fiancee to his loss of a job. 1967. PSU.

Young Americans. 60061. 60 min. sh-c-a. $11.50.
Problems of American youth and who they are, what they want, how they affect society, and what they believe in. 1967. PSU.

C. Family

Adobe Village (Valley of Mexico). 917.2-26. 20 min. el-jh-sh-c-a. $4.50.
Life centered in market town and church. 1949. PSU.

African Village #5--Herding Cattle. 10329. 8 min. color. el-jh-sh-c-a. $4.00.
Herding cattle accomplished by small boys on reed boats and men swimming near the cows. 1967. PSU.

Allen is My Brother. 173-9. 11 min. el-a. $2.50.
Relationship of seven-year-old girl to her small brother, at first resentful and finally friendly. 1957. PSU.

And Now Miguel. 917.9-9. 63 min. (2 reels). el-jh-sh-c-a. $8.70.
A Spanish family in the southwest; family life; fulfillment of a boy's dream of being accepted on equal footing by his father and older brothers. 1953. PSU.

Before Baby's Birth Day. Filmstrip.
Prenatal care. Sale price, color $7.50. International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Ill. 60604.

The Bright Side. PCR-2081. 23 min. c-a. $5.00.
Shows the day-by-day problems that are faced by a normal family and how they are handled. 1958. PSU.

Caring for Baby. Filmstrip.
Illustrates infant care. Sale price, color $7.50. International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Ill. 60604.

Couple, The. 15 min. $6.00
Deals with the trials of a young married couple in their adjustment to each other. NYU.

Commit or Destruct? 31111. 30 min. jh-sh-c-a. $6.00.
Exploration of the daily life, their home, and hobbies of a family living in a "factory town" which depends upon the Air Force for its existence. 1967. PSU.

David and Hazel. 30698. 29 min. $6.00.
A study of what may happen when a husband insulates his job from his family and refuses to reveal his difficulties to his wife, thereby intensifying the anxiety. 1965. PSU.

The Family. 301-42-3. 18 min. sh-c-a. $3.70.
A day in the life of a "typical" family of three generations demonstrates need for a feeling of belonging and wisdom of cooperation. 1952. PSU.

Family Affair. 362.7-5. 31 min. c-a. $6.50
Social caseworker assists family with defiant adolescent. Husband's resentment and wife's domination is revealed. 1955. PSU.

If These Were Your Children. 48 min. c.
Observation and understanding of children's behavior. Excellent for teachers. NYU.

Jealousy. 915.2-5. 16 min. el-jh-sh-c-a.
Jealousy in the life of a young married couple. 1953. PSU.

Making a Decision in the Family. 173-8. 8 min. jh-sh-c-a. $2.50.
Teenage girl is invited to a gathering of friends and must face parents objections. 1957. PSU.

Marriage Problems. 31128. 30 min. sh-c-a. $6.00.
Marital problems of two young couples. PSU.

Palmour Street. 136.7-58. 27 min. c-a. $5.50.
Basic concepts in mental health as they relate to family life. Although the locale is a small rural town, and the families are Negro, the questions posed are those faced by parents everywhere. 1950. PSU.

Parents. 60062. 60 min. (2 reels). sh-c-a. $11.50.
Changing problems of parents and their attempts to find identity, meaning, and purpose in their lives. PSU.

Preface to a Life. 137-2. 28 min. c-a. $6.00.
Three possible lives that a newborn child might live are projected. One is dominated by hostility, another by guilt-reaction, and the third by normal integration. Influences that have molded these life patterns are contrasted. 1950. PSU.

Roots of Happiness. PCR-2078. 25 min. sh-c-a. $5.50.
Puerto Rican family shows needs, desires of small children. Importance of father's role stressed. 1953. PSU.

Sibling Rivalries and Parents (Series II). 136.7-53. 11 min. c-a. $2.50.
Typical family situations involving rivalry between children and rivalry for parents' attention. 1956. PSU.

D. Dating-Courtship

Are You Ready for Marriage? 173.1-6. 15 min. sh-c-a. $3.70.
Counselor demonstrates check-list and other "tools" that help couples understand readiness for engagement and marriage. He helps a couple take time to gain parents' approval and to consider education values rather than elope to avoid these matters. 1950. PSU.

Being in Love. 31084. 30 min. sh-c-a. $6.00.
Discusses varying love needs of persons. Preview before using. PSU.

Dating: Do's and Don'ts. 177-3. 14 min. jh-sh. $3.10.
Correct behavior and manners for dating. PSU.

Early Marriage. 173.1-18. 24 min. color. sh-c-a. $8.20.
Elements contributing to success or failure of teenage marriages. 1960. PSU.

Engagement: Romance and Reality. 20461. 15 min. sh-c-a. $6.00.
Couple lose their romantic vision of each other after parents influence them to postpone engagement. 1965. PSU.

Guidance Associates Filmstrips.
Values for Teenagers.
I Never Looked At It That Way Before.
Somebody's Cheating.
Think of Others First.
Failure: A Step Towards Growth.
And They Lived Happily Ever After.
Information from: Guidance Associates, Pleasantville, New York.

How Do I Love Thee. 28 min. sh.
Moral problems confronting two couples who think they are in love. 1965. Brigham Young University, Provo, Utah.

How Do You Know It's Love? 173.1-8. 13 min. sh-c-a. $3.00.
Two young people objectively evaluate their true feelings for each other. 1951. PSU.

I Do. 30304. 28 min. sh-c-a. $10.20.
To help young couples toward an understanding of their changing moods, and to demonstrate the value and importance of planning for premarital guidance. PSU.

Love Is for the Byrds. 30983. 28 min. color. sh-c-a. $10.20.
Need for understanding and effective communication in marriage. PSU.

Is this Love? 173.1-15. 14 min. sh-c-a. $3.00.
Two types of romance discussed, contrasted, and evaluated. Good film. Could be used to encourage discussion about lofe. 1957. PSU.

Marriage and Family Living Series

1. Psychological Differences Between the Sexes. 15 min. 20460. $7.20.
2. Engagement, Romance, and Reality. 16 min. 20461. $6.00.
3. Handling Marital Conflicts. 14 min. 20462. $5.00.

Each tells a short, meaningful story about young couples of various stages of courtship and marriage. The intention is to point out certain psychological realities of life and suggest constructive ways of handling them. Used singly or as series, this is effective educational material. PSU.

Marriage is a Partnership. 173.1-7. 15 min. sh-c-a. $3.70.
Dramatization of young couple's adjustments to living together, parental influences, money matters, responsibilities, and decision making. 1951. PSU.

Marriage Today. 173.1-2. 22 min. c-a. $5.00.
Mutual aims and cooperation are necessary for a happy marriage. 1950. PSU.

One Love--Conflicting Faiths. 173.1-17. 27 min. sh-c-a. $9.20.
Meeting the problems of an interfaith marriage is the theme of this picture. 1959. PSU.

Person to Person Communication. 152-4. 13 min. sh-c-a. $3.10.
Demonstrates the importance of communication. 1957. PSU.

Psychological Differences Between the Sexes. 20460. 14 min. $7.20.
Ways in which boys and girls react to similar situations. PSU.

Social-Sex Attitudes in Adolescence. 136.73-2. 23 min. c-a. $5.00.
Stages of adolescent social-sex development, including necking, drinking, and a frank discussion of sex. Should be previewed. 1953. PSU.

When Should I Marry? 173.1-14. 19 min. sh-c-a. $4.50.
Impatient young couple consult their minister. He reflects on other couples who married during school and their special problems. He stresses realistic evaluation of practical considerations. 1957. PSU.

Who Is Boss? 173.1-4. 20 min. c-a. $3.70.
Compromises and adjustments in maintaining a happy marriage relationship. 1950. PSU.

Worth Waiting For. 30271. 28 min. sh-c-a. $6.00.
This film explores some of the problems of early marriage. 1962. PSU.

E. Reproduction/Sex

Boy to Man. 20586. 18 min. el-jh-sh. $6.00.
Describes common physiological changes as boys enter adolescence: growth, voice, body hair, sexual maturation, and reproductive functions. 1962. PSU.

Childbirth: The Great Adventure. 20475. 20 min. sh-c-a. $7.20.
Documentary, made especially for young people, telling a simple, moving story of a couple having a baby, with the father playing the major role. Purpose of the production is to remove the fear of childbirth from the minds of young people and to replace it with a feeling of confidence and pleasurable expectation. 1964. PSU.

The Day Life Begins. 20355. 23 min. $5.00.
Traces reproductive processes from amoeba to man. PSU.

Fertilization and Birth. 11 min. color. el.
Explanation and functions of reproduction. NYU.

From Generation to Generation. 612.6-14. 30 min. sh-c. $10.20.
The film tells with imagery and symbolism the universal story of a baby coming into a family; animation tells the story of the unfolding of life. 1959. PSU.

The Game. 31189. 28 min. sh-c. $6.00.
Introduction to the problems of relationships between young members of both sexes. 1967. PSU.

Girl to Woman. 20570. 18 min. el-jh-sh. $6.00.
Describes common physiological changes as girls enter adolescence: growth, body hair, contour, sexual maturation and reproductive functions. PSU.

How Much Affection. 173.1-16. 20 min. 173.1-16. sh-c. $4.50.
How far can young people go in petting and stay within the bounds of social mores and personal standards. 1958. PSU.

Human and Animal Beginnings. 13 min. color. el-jh. $8.50.
Basic information about human reproduction and concepts of the family. NYU.

Human Beginnings. 612.6-15. 22 min. color. el-a. $5.00.
The first part of this film discloses the beliefs of a group of children about the origin of human life as expressed in their own drawings. The second part shows how a young boy and his parents react to the coming of a new baby sister into the family. The film can be used to provide a basis for discussion by 5 and 6 year olds. 1950. PSU.

Human Growth (Second edition). 20068. 19 min. color. jh-sh. $7.20.
Home and classroom straight-forward discussion of sex. 1963. PSU.

Human Reproduction. 612.6-2. 21 min. sh-c-a. $5.00.
Excellent film of human reproductive anatomy and physiology. PSU.

Merry Go Round, The. 23 min. sh-c. $8.00.
Three divergent opinions on premarital sexual experiences, set against the story of a teenage boy and girl who are verging on a physical relationship. NYU.

Nine To Get Ready Series.
Family Planning. 31155. 30 min. c-a. $6.00.
Growth of the Fetus. 31147. 30 min. c-a. $6.00.
Hospital Care and Labor. 31150. 30 min. c-a. $6.00.
Newborn Care. 31152. 30 min. c-a. $6.00
Obstetric Delivery. 31151. 30 min. c-a. $6.00.
Physiology of Conception. 31146. 30 min. c-a. $6.00.
Physiology of Pregnancy and Labor. 31149. c-a. $6.00.
Preconception Care and Diagnosis of Pregnancy. 31145. 30 min. c-a. $6.00.
Prenatal Care. 31148. 30 min. c-a. $6.00.
Cesarean Section. 31153. 30 min. c-a. $6.00. PSU.

Parent to Child About Sex. 32 min. color. sh. $13.00.
When and how facts about sex are taught to children from infancy to adolescence. NYU.

Phoebe, A Story of Premarital Pregnancy. 30746. 28 min. sh-c-a. $6.00.
Shows a girl's experiences on learning she is pregnant. Sensitive, thoughtful. 1966. PSU.

Normal Birth: Education for Childbirth. 612.6-16. 12 min. c-a. $3.00.
Photographic record of actual delivery. Very good -- simple, clear -- should be of interest and easy to understand for anyone. Must be previewed. Requires nurse or physician to answer questions. 1951. PSU.

A Quarter Million Teenagers. 20315. 16 min. color. jh-sh-a. $6.00.
Deals with the physiological aspect of gonorrhea and syphilis. 1964. PSU.

Sex: A Moral Dilemma for Teenagers. 2 color-sound filmstrips with 2 12" lp records.
Designed to open communication between adults and teenagers about sex. Information from Guidance Associates, Pleasantville, N. Y. 10570.

Sex Education U.S.A. Filmstrip.
Information from Guidance Associates, Pleasantville, N. Y. 10570.

Sixteen to Twenty-Six. 616.9-5. 18 min. $3.80.
Essential facts about symptoms, treatment, and transmission of syphilis and gonorrhea. 1951. PSU.

Social-Sex Attitudes In Adolescence. 136.73-2. 22 min. c-a. $5.00.
Concerned with the growing understanding of the meaning of sex in the teenager. 1953. PSU.

Venereal Disease Films.
Assistance in presenting information and discussing venereal diseases may be obtained from the Venereal Disease Control Officer, Pennsylvania Department of Health. Contact your regional health office.

F. Independent Living Skills

An At Home. 10258. 15 min. sh-c-a. $2.50.
Couple entertains groups with informal tea. Correct procedures shown for hostess, host, guests. Table arrangements demonstrated. May be too middle-class oriented. 1966. PSU.

Baby Sitter. 649-4. 14 min. jh-sh-a. $3.00.
A well-prepared baby sitter is given full instructions by the children's mother. May serve to stimulate desire to obtain employment, as well as, to demonstrate appropriate techniques. 1949. PSU.

Choosing Your Occupation. 10129N. 11 min. jh-sh. $2.50.
Self-appraisal; occupational possibilities; preparation requirements; guidance facilities. 1961. PSU.

Cooking: Planning and Organization. 641.5-4. 10 min. jh-sh-a. $2.50.
An old, but still good and informative film stressing planning, time saving techniques and methods. Easy to understand. Others in this series: Kitchen Safety, Measuring. 1949. PSU.

Getting Ready Morally. 10 min. sh.
Role of home, companions, and church in developing moral values. Information from Coronet Films, Coronet Building, Chicago, Ill. 60601. 1952.

Good Grooming for Girls. 11 min.
Attractive appearance is achieved by good grooming. For information write: Coronet Films, Coronet Building, Chicago, Ill. 60601. 1956.

Good Table Manners. 395-5. $2.60.
Good table manners depend on attitudes of courtesy and consideration for others. 1953. PSU.

Homefires. 28 min. $8.50.
Three case histories are used to illustrate salient aspects of the Homemaker Service, the duties and responsibilities of the homemaker herself. Shows the need it fills, the kinds of services provided, and the techniques of professional and nonprofessional practices recommended. NYU.

Home Management: Buying Food. 641.3-2. 11 min. sh-c-a.
Impulse buying by several persons followed to show waste and dissatisfaction. Planning for suitable quality, amounts, economy, ingenuity stressed. 1950. PSU.

Home Management: Why Budget? 647.1-2. 11 min. sh-c-a. $2.50.
Individuals of different ages and income levels demonstrate variety of good budgets -- how they are made, used. Characteristics and advantages of budgets. 1950. PSU.

Home Nursing. 649.8-1. 11 min. jh-sh-c. $2.50.
Older sister cooperates with public health nurse and physician as she cares for ill sister in the home. Cleanliness, comfort, meals stressed. 1941. PSU.

I Want a Job. 371.42-2. 22 min. $4.50.
Proper way to prepare for an interview; interview itself. PSU.

Katie's Lot. 18 min. color.
The problems, frustrations, and dreams of a teenage girl growing into an adult. Information from Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill. 60091. 1962.

Make Your Own Decisions. 153-2. 10 min. jh-sh. $2.50.
High school girl strives for more self-reliance, learns to accept consequences of her decisions. 1951. PSU.

Making a Decision in the Family. 173-8. 8 min. c-a. $2.50.
Camera club party conflicts with a teenage girl's family plans. 1957. PSU.

Menu Planning. 641.3-3. 11 min. jh-sh. $2.50.
Daughter of working mother prepares supper. She learns to plan ahead for menus and work schedules. 1952. PSU.

Money Management Filmstrips.
A New Look at Budgeting.
Your Money's Worth.
Your World and Money.
Information from Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Ill. 60601.

Personal Money Management. 647.1-4. 13 min. a. $2.00.
Desirability of family budgeting. 1958. PSU.

Your Family Budget. 647.1-3. 10 min. jh-sh-c-a. $2.50.
Who makes up a family budget; how it operates. 1949. PSU.

Personal Financial Planning. 11 min. color. sh-c-a.
The importance of planning to successful money management. For information write: Sutherland Educational Films, Inc., 201 N. Occidental Blvd., Los Angeles, Calif. 90026. 1961.

What Do You Think Series. 6-11 min. each. $45.00-$60.00.
Ten short films planned to encourage discussion of basic social and moral questions related to good citizenship. Designed for teenagers; also helpful for adults. Information from:

McGraw-Hill Textfilms, 330 W. 42nd St., New York 36, N. Y. Att: Barbara Josephson.

What You Should Know Before You Buy A Home. 27 min color. sh-c-a.
Outlines the important things to consider before buying a home. Information from: Modern Talking Picture Service, Inc., 3 E. 54th St., New York, N. Y.

When Should Grownups Help? 13 min. c-a. $60.00
Preschool children shown in various situations in some of which they require help from adults, and in some of which they manage successfully themselves. Following this introduction four scenes are shown without comment. Captions then instruct the audience to decide in which of these four episodes the children should have been helped. Information from: New York University Film Lab., 26 Washington Pl., New York 3, N. Y. Att: Daniel Lessen.

G. The Larger Picture

Films for the teacher's growth and development. Some of these may also be used with students.

1. Mental Retardation

Aids for Teaching the Mentally Retarded. 39 min. color. $15.00.
Series of five films.

Motor Training. 11 min. $4.00.
Improvement of impaired motor skills is the aim of the first phase of functional teaching. Unique devices and special exercises are used to stimulate the passive child to initiate activities and to help him understand cause and effect relationships. Phase A of Series. PSU.

Initial Perceptual Training. 7 1/2 min. $4.00.
Devices are used that provide exercise involving various sensory areas to help improve perceptual skills. Phase B of Series. PSU.

Advanced Perceptual Training. 9 min. $4.00.
Experiences are provided in the third phase of this film series that aid the student in making decisions and drawing conclusions. Phase C of Series. PSU.

Integrated Motor-Perceptual Training. 6 min. $4.00.
In this phase the primary concern is to improve coordination of perceptual and motor processes. Phase D of Series. PSU.

Sheltered Workshop. 5 min. $4.00.
Actual work experiences, adjusted to the levels of their abilities, are offered to students in the training phase of the sheltered workshop program. Phase E of Series. PSU.

Introducing the Mentally Retarded. 20352. c-a. $6.00.
Who are they and what are they like? Job opportunities within their capabilities. Excellent for the teacher. 1964. PSU.

Mental Retardation: Part I. 30997. 30 min. color. c-a. $10.20.
Types of retardation; treatment and help for severely retarded and physically handicapped children. What is being learned about retardation; research in progress; assessment of chemical damage to the brain. Importance of early recognition of retardation symptoms. PSU.

Mental Retardation: Part II. 30998. 30 min. color. c-a. $10.20.
Special help and facilities for the homebound retarded child. Classes for trainable and educable children so that they can become useful members of society. Training necessary for special education teachers. Sample programs in special education classes. Vocational training in sheltered workshops. Tests for hidden abilities and work potential. New concepts in education for the trainable and educable child. PSU.

To Lighten the Shadows. 20417. 20 min. c-a. $4.50.
Shows how the potential for normalcy in retarded children may be developed through good recreational programs. Probably for teachers only. 1964. PSU.

2. Community

Captive, The. 28 min. sh-c-a.
The story of the hopes, fears and frustrations of a man struggling to escape the bonds of poverty in the Appalachian Region of the United States. Evangelical Bookstore, Third and Reily Streets, Harrisburg, Pa. 1964.

Bold New Approach. 60050. 59 min. (2 reels). c-a. $11.50.
New kind of mental health facility to be established in communities throughout the nation and financed by federal grants. State governors work with a planning committee made up of professional leaders and citizens to prepare a blueprint for action. PSU.

Hard Way. 60075. 60 min. (2 reels). sh-c-a. $11.50.
Problem of poverty in the United States; how today's poor differ from those of past

generations; focus on slums, housing projects, public schools, and settlement houses in the St. Louis area. Analysis by S. N. Miller of Syracuse University. 1966. PSU.

Have I Told You Lately That I Love You? 20 min. sh-a. $7.00.
The contemporary American family going through the days in an impersonal way because everything is mechanized and automatic. 1957. NYU.

The High Wall. 301.44-1. 30 min. c-a. $5.75.
Case study of a teenager whose environment has allowed him no freedom to develop as a normal person. How fear, frustration and narrow, bigoted thinking has been fostered in his home life; how hatred is passed from parent to child, from teacher to pupil, from gang member to gang member. Suggests best hope for breaking the hate chain is to allow children to express themselves creatively and to surround them with love and security. 1952. PSU.

Inheritance, The. (abridged). 40 min. $7.50.
A unique combination of rare historical still photographs, silent film, and newsreel footage to present the story of America as seen through the eyes of its working people. Depicts conditions since 1900 found in sweatshops, coal mines, and weaving mills which led to the establishment of labor unions. NYU.

Neglected, The. 35 min. $7.50.
This film is a frank portrayal of families whose children have come under the protection of community authorities as a result of abuse or neglect. It reveals that through the insight and skill of the caseworker, immature, abusive, and even retarded or emotionally unstable human beings can be helped to achieve acceptable standards of parenthood. The operation of child protective services is shown in detail, the role of the supervisory personnel relationship between the supervisor caseworker. NYU.

Night Children. 136.7-67. 30 min. $5.50.
Problems of neglected, abused, and deprived children in the inner city. PSU.

111th Street. 30686. 32 min. sh-c-a. $6.50.
Dramatic sequence of the difficult initial contact of a street club worker with a delinquent gang in New York. There is the testing out, the jeering, the suspicion, and the "freeze" which gives the worker cause to question his ability and seek support from his supervisors. Finally the worker accomplishes his first real breakthrough, but feels that his ultimate victory, should he achieve it, is infinitesimal compared with the magnitude of the problem. 1962. PSU.

Poor Pay More. 60 min. (2 reels). sh-c-a. $11.50.
Hardships faced by the poor in the area of consumer purchasing; pricing practices and finance companies. 1967. PSU.

Portrait of the Inner City. 20466. 17 min. c-a. $3.70.
Camera eye view of the streets, schools, and living quarters in the inner city of large, urban community gives the viewer some idea of what life is like in the inner city, reflecting its uplifting as well as its degrading aspects. Shoeshine man, porter, carwash man, junkman, and an older brother serve as models for young Tommy Knight. Techniques for communication between school and inner city are shown. 1965. PSU.

Superfluous People: Parts I and II. 30279. 54 min. (2 reels). c-a. $10.50.
Documentary on the lonely, unwanted, and displaced persons in New York City. 1962. PSU.

Tenement. 40090. 40 min. sh-c-a. $8.20.
Portrayal of a Chicago slum dwelling and the people who live there. PSU.

Troubled Cities. 60074. 60 min. (2 reels). sh-c-a. $11.50.
Attempts being made to solve the problems brought about by urban population explosion. 1966. PSU.

Understanding the Law -- Equal Justice for All. 12 min. $6.00.
Explains the right of individuals to be protected from the law and by the law. Illustrates step-by-step functions in due process of law with a series of dramatic sequences in actual courtrooms featuring a criminal trial by jury. Duties of the state and federal courts in the American judicial system are sketched and dramatized. NYU.

Walk in My Shoes: Parts I and II. 30524. 54 min. (2 reels). sh-c-a. $10.50.
Negro Americans speak for and against the Black Muslims, Martin Luther King, the Freedom Riders, more rapid integration, the NAACP, New York taxi drivers. Comedian Dick Gregory, the Black Muslims with their extremist views, city people from all economic strata, and Percy Sutton, lawyer and former President of the Manhattan branch of the NAACP tell their stories and plumb the depths of the Negroes' fears. 1964. PSU.

3. Classroom Behavior

Activity Group Therapy. 137-4. 54 min. c-a. $10.50.
Record of group development of emotionally and socially maladjusted boys under activity group therapy. Helpful in giving teacher insight into their behavior and guidelines for working with them. 1950. PSU.

Dehumanization and the Total Institution. 15 min. color. $7.00.
Animated film employing humor to call attention to those practices and systems in penal and military institutions and mental hospitals that adversely affect human dignity. Also suggests possible methods of attacking such problems. NYU.

Group Worker. 30999. 30 min. c-a. $6.00.
What is his work, how does he do it, and how does it affect the American scene? These questions are answered in four sample interview situations (1) in a prison camp; (2) in a mental hospital; (3) in a school classroom; (4) in a session with married couples discussing child-raising problems. Interactions of persons in a group used to modify individual attitudes. Rapid growth of this technique since it was first used in 1935. PSU.

Guiding Behavior. 20 min. $7.00.
A record of actual behavior situations in a nursery school in which children approach chaos, teeter on limits of safety, and assert their egos. Illustrates methods the teachers use to cope with such problems. NYU.

Incident on Wilson Street. 50162. 51 min. (2 reels). c-a. $10.00.
Methods of school organization and use of special teachers trained in guidance techniques to overcome problems of culturally deprived and emotionally handicapped children; to illustrate group procedures and teaching methods needed when emphasis must be, at least for a time on personality rather than intellectual development. PSU.

Marked for Failure. 60070. 60 min. (2 reels). c-a. $11.50
American education and the handicaps that affect children from depressed areas. Proposed solutions. Pre-nursery pilot program in New York City schools. Interviews with a number of leading educators. Documentary film footage use to illustrate points discussed. 1966. PSU.

Planning a Program of Sex Education.
A film of a conference on sex education sponsored by the National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109.

Portrait of a Disadvantaged Child: Tommy Knight. 20-465. 16 min. c-a. $3.70.

Documentary highlighting a day in the life of a slum child. Viewer introduced to special problems, needs, and strengths of the inner city child. Factors hindering Tommy's ability to learn. Contrast in home life and parental attitudes of disadvantaged children, showing that some homes are supportive and others neglectful. The viewer comes to understand that these children are not a nameless, faceless mass, but individuals with problems that must be treated as such, if they are to become effective citizens. 1965.

Portrait of the Inner City School: A Place to Learn. 20467. 19 min. c-a. $4.50.

Teaching techniques, some good, some ineffective, some harmful; unconscious discrimination against the culturally disadvantaged pupil. How textbooks can discriminate through illustrations and written materials which are unfamiliar to the inner city child. Scenes of successful teaching shown. Teachers discuss methods which have proved successful or harmful. Viewer comes to see that school can be a place for the inner city child to learn and grow toward maturity; or a place of confinement where the child is forced into failure and frustration. 1965. PSU.

Rafe: Developing Giftedness in the Educationally Disadvantaged. 20 min. color. $13.00.

Nearly every school contains children drawn from low-income areas, some who show an exceptional measure of giftedness. Shows how the strong potentials of a gifted, underprivileged, fifth-grade child can be released through unrestricted opportunities for creative and intellectual development. NYU.

DEVELOPMENT AND EVALUATION OF A CURRICULUM FOR THE HANDICAPPED TO IMPROVE THEIR SOCIAL AND COMMUNITY SKILLS RELATED TO WAGE EARNING

(PROJECT NO. 17057)

Arthur E. Gravatt
Stella R. Goldberg

College of Human Development
The Pennsylvania State University
University Park, Pennsylvania 16802

Pennsylvania Department of Public Instruction
Bureau of Vocational Technical and Continuing Education

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ABSTRACT

A curriculum guide for teaching social and community skills to handicapped youth was developed. The guide explores the student's self concept in relation to others, community, peers, family, and adulthood. It was used in a sheltered workshop and revised on the basis of classroom experience.

The guide has applicability to the needs of sheltered workshops and special education classes in the public schools. Suggestions for evaluating a course in social and community skills are included in the guide. Limitations of the project, its contributions, and recommendations for its use are given.

METHODS

Teaching and developing content for a curriculum guide for use in a sheltered workshop requires the cooperation and coordination of the sheltered workshop staff, the clients, the project staff, and an advisory committee. In chronological order, steps to implement the proposal were:

June 1966: Selection of Joyce Spigelmyer and Jean Weaver as graduate assistants.

July 1966: Meetings with Skills staff to learn their philosophy of education, their view of clients, and see their facilities.

August 1966: Skills staff prepared case reports on typical clients and oriented us to expectations, limits, and possible behavior patterns to be encountered.

Project directors conferred with advisory committee members: Francis X. Lynch, Pennsylvania Association for Retarded Children, Dr. Jack Quackenbush, Laurelton State School and Hospital, Dr. Julia Boleratz and Dr. Elizabeth Ray, Department of Home Economics Education concerning curriculum and teaching methods.

September 1966-
May 1967: Taught classes at Skills.

June 1967-
June 1968: Evaluation of project and preparation of curriculum guide.

The project directors and graduate assistants met weekly as follows:

Monday: Discuss status of lesson plan materials, and readiness for next Skills class.

Tuesday:

8:45 - 9:15	Pre-session with Skills staff
9:30 - 10:15	Class with clients
10:15 - 10:35	Break with juice or fruit punch and snack
10:35 - 11:15	Discussion with small groups or individual students
11:30	Adjourn

Additional classes scheduled on Wednesday or Thursday when students showed greater concern or Skills staff recommended them.

Afternoon: Evaluation of class session.

Wednesday
Afternoon: Plans sketched for next session.

Thursday and
Friday: Conference with staff and graduate student responsible for the lesson.

Conference with Skills staff as needed.

All four project members attended all sessions. Informal sessions with Skills staff apprised the project staff of developments between meetings, clients' reactions to sessions, new clients, and requents for specific information. Skills staff counselors attended every class.

Because of the limitations of the clients, certain procedures, such as paper and pencil tests, lecturing, or assigned readings, were abandoned from the start. It was decided that an effort must be made to be as concrete and simple as possible in the presentation of materials. It was discovered that the discussion method was the most appropriate for the clients in this group. Buzz groups, role playing and the division of the group into four smaller groups, each under the supervision of one of the PSU staff, were techniques frequently used. Films, film strips and other audio-visual materials supplemented the presentations. Field trips were scheduled; clients attended some community meetings. Parties were also held, such as at Halloween. Several dances and a dinner at a restaurant were planned.

A permissive climate was established from the beginning. Participants sat in a circle, staff interspersed among clients, so that every one could see the others. All participants addressed each other by their first names, staff included. One staff member at each session was assigned the task of recording participation by clients. The first couple of sessions were characterized by poor participation, horseplay and inattention. Clients who wished to leave were free to do so at any time. These first few sessions four or five clients would leave and return.

After these first sessions, however, a radical change in the clients' behavior occurred. After the initial embarrassment, clients began looking forward to sessions with the staff; more participation and greater attention characterized the sessions.

The punch break served as a learning experience as well as a relaxing moment between sessions. Planning and shopping for the punch was done by students under supervision of a graduate assistant. Students also prepared and served the punch.

The group over the year varied in size at each session from 15-30. The average size group was approximately 25. Because of the nature of Skills, Inc., some clients left during the year while new clients joined the group. The age of the group ranged from 18-45.

The clients were not considered severely retarded; there was considerable range in their abilities. Some had average or low average I.Q.'s but were hampered by severe emotional problems; others had low intellectual ability and emotional problems; still others were mentally retarded and emotionally and socially immature; some were physically handicapped.

RESULTS AND FINDINGS

A. Curriculum Guide

"Social and Community Skills: A Curriculum Guide for the Handicapped" is attached as an appendix to this report. It is organized so as to be useful to the teacher, but permit great flexibility and creativity on the teacher's part. The main sections of the guide and the authors are as follows:

I. Introduction

The introduction by Dr. Gravatt presents the philosophical orientation of the project; namely, to help the handicapped youth "make of the outside world a home." It was assumed that handicapped youth can: become more self-actualizing, fulfill societal expectations or find socially acceptable alternative ways of coping with their world.

II. A Conceptual Framework

Two perspectives on teaching in a sheltered workshop were taken as a framework for organizing the project. Self-other relations was the organizing principle in examining developmental tasks and learning experiences needed to master these tasks. Miss Spigelmyer and Dr. Gravatt develop these themes using self as the fundamental concept. Dr. Goldberg then applies these ideas to the teacher in special education.

III. Curriculum Guide

Units of the curriculum are developed using the concept-generalization approach to learning experiences. Hence, each unit consists of:

A. 1. Statement of a generalization.
   2. Statement of supporting generalizations.

B. Specific learning objectives for students.

C. Learning experiences designed to attain the objectives

D. Teaching methods and resources for the teacher in planning learning experiences.

E. Suggestions for evaluating the learning experiences.

F. Books, pamphlets, and films appropriate to the unit.

There are five units:

Unit I. Self and Others: An Exploratory Unit,
Joyce A. Spigelmyer

Unit II. Self and Community: Responsible Citizenship, Dr. Gravatt

Unit III. Self and Peers: Friendship, Dating, and Looking Toward marriage, Dr. Goldberg

Unit IV. Self and Family: Marriage and Children, Jean Weaver

Unit V. Self and Adulthood: Independent Living Skills Dr. Julia Boleratz

IV. Teaching Methods

Seven dimensions of teaching methods are presented in the guide. In the first, "The Classroom as a Setting," Dr. Gravatt explores the interaction between teacher and student in terms of perception of self and others. "Discussion as a Teaching Method" by Dr. Goldberg encourages teachers to involve as many students as possible in the learning experience. The third dimension concerns "Trying-Out and Role-Playing." Here Miss Spigelmyer illustrates ways of involving students in acting out learning experiences. "Community Participation" by Miss Spigelmyer and Miss Weaver's sections on "Use of Films with Special Education," and "Field Trips" suggest ways of extending the classroom beyond the school's walls. A final section on "Evalution" suggests ways of measuring individual and group growth in the classroom.

V. Resources and References

The last section of the curriculum guide suggests books and films useful for the teacher and for the students. The books and films for students are listed by unit topics: self, community, family, independent living skills, and jobs. Films for the teacher's growth and development are also listed by: (1) Mental Retardation, (2) Community, and (3) Classroom Behavior.

B. Evaluation

A follow-up study of the clients was attempted by Dr. Goldberg to see what had happened to them during the year which followed the completion of the project. Some of the group are still at Skills, Inc. Information about them is relatively complete. Others have left and information about them is sketchy and incomplete. Of the 32, ten are still associated with Skills, Inc., and 2 of these 10 are employed by Skills, Inc. The other eight are still clients. Most of these clients have commented favorably upon the project; at least one has continued at Skills, according to one staff member, "most likely as a result of the open, acceptant atmosphere of your discussions."

Of the 22 who have left, ten are living independently on income obtained from jobs, some with public assistance in addition to income earned. From the information available, over half of the whole group have established satisfactory peer relationships and are making a reasonably good adjustment to community life.

Suggestions for more systematic evaluation of personal and class functioning are made in the curriculum guide.

CONCLUSIONS AND RECOMMENDATIONS

Limitation of the Project

The major limitation of the project is in the area of evaluation. Skills' client population was not stable enough to maintain a sample over a long enough time for a before-after testing program. Also, it is difficult to identify "results" attributable to this type of class experience.

Contribution of the Project

In addition to the curriculum guide itself, the project has shown that social and community skills are a meaningful content area for handicapped students. The content can be identified, learning experiences can be developed, and teachers can provide more than "baby sitting" for their students.

Recommendations

1. That the curriculum guide be use tested in other sheltered workshops and in special education classes in the public schools.

2. That in-service demonstration workshops be conducted for teachers of handicapped students.

3. That the evaluation techniques suggested in the guide (Section IV, G) be used in public school classes where there is less turnover of student population.

4. That the curriculum guide be expanded to cover additional content areas. More units specific to the use of certain community resources (public health, employment service, etc.) would extend the students' experiences leading to independent living.

5. Involvement of parents of special education students would enhance the resolution of family obstacles to resolving developmental tasks. Such involvement might be through parent conferences, classes for parents, or joint parent-youngster sessions.

6. Team teaching of some aspects of this curriculum would increase the likelihood of greater acceptance by teacher, pupils, and community.

SUPPLEMENTARY AND APPENDIX MATERIALS

The curriculum guide "Social and Community Skills: A Curriculum Guide for the Handicapped" is presented as a separate publication.